

Innovation and Practice of College Pedagogy Theory under the Background of Internet

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Abstract

Cultivation of innovative ability is the core content of innovative education in colleges and universities. In view of the problems of poor teaching resources, low teachers' level, lack of practical opportunities and lack of innovative consciousness in postgraduate training in local universities, this paper puts forward a collaborative training mechanism for postgraduate innovative ability in local universities based on the background of "internet plus", including accurately positioning postgraduate training objectives, actively improving postgraduate training mechanism and effectively establishing postgraduate training evaluation, thus establishing a postgraduate training system suitable for the cultivation and development of postgraduate innovative ability in local ordinary universities.

Keywords

Internet age; Higher education.

1. Introduction

The Internet era has given birth to Internet thinking, and "attaching importance to, adapting to and utilizing" is a necessary Internet thinking mode for building an excellent network platform, which is the exclusive network platform for college students at present, and is also an important starting point for ideological and political education in colleges and universities, providing a stable platform guarantee for the informationization operation module of colleges and universities. A teaching book compiled according to the curriculum standard and reflecting the subject content systematically, and the textbook is the embodiment of the curriculum standard. As a carrier of knowledge such as teaching contents and methods, teaching materials are essential basic teaching tools for educating talents and disseminating knowledge in school teaching activities. Teaching material management in colleges and universities is an indispensable and very important link in teaching management. At the same time, the construction of teaching materials is also the basic construction of all colleges and universities, and it is an important part of the construction of disciplines, specialties and courses. Efficient teaching material management is a solid foundation for the quality of higher education and teaching. Efficient teaching material management mode can maintain stable teaching order and normal teaching activities. It is closely related to the improvement of teaching quality and satisfaction of teachers and students. Changing from the traditional teaching material management mode to the teaching material network management mode can effectively improve the efficiency of teaching material management.

2. The Background of Network Management of College Teaching Materials

2.1. The Development of Credit System and Elective System

In 1978, some qualified universities in China began to try out the credit system. With the development of China's educational reform, the credit system reform has been fully pushed forward in domestic universities. Credit system, a kind of education mode, takes course

selection as the core and teacher's guidance as the auxiliary, and takes grade points and credits as the basic units to measure and calculate students' learning amount, so as to achieve a comprehensive teaching management system in which basic graduation credits are the main criteria for students' graduation. Implementing the credit system and elective system can meet students' different individual needs and stimulate students' independent learning spirit. It is also beneficial for students to adapt to the rapidly changing social rhythm in the information age, the development trend of diversified posts in industries and the diversified talent needs of enterprises [2]. The comprehensive credit elective system has also promoted the reform of teaching management mode. Every student's willingness to learn must be taken into account in the process of making a teaching plan that meets the requirements of the credit system. It should meet the needs of students to adjust their courses and majors, and make the teaching plan more flexible, thus increasing the complexity and difficulty of teaching management.

2.2. Development of Multi-campus Office, Multi-computer Operation and Data Sharing

The pattern of running a school determines the organizational structure and shift structure, the form of running a school determines the direction and mode of running a school, and the scope of running a school determines the basic strength of running a school and the number of students. With the expansion of the scale of running colleges and universities in China, there are many campuses in the school, and there is a situation in which multiple campuses cooperate to run jobs. How to share resources in multiple campuses poses a great challenge to the management of teaching materials in colleges and universities.

3. The Practice of Network Management of College Teaching Materials

In order to adapt to the reform of credit system and elective system in colleges and universities and improve the efficiency of teaching management and textbook management. The educational administration management system based on C/S mode has been fully introduced in universities. The system is mainly used by the Academic Affairs Office and the teaching secretary, and integrates teaching plan, course selection management, student status management and teaching materials management. In order to realize the sharing of information resources among teachers, students and multi-campus, an information system for students to choose courses and teaching materials based on B/S mode is based on the campus network platform. At the same time, according to the actual teaching material management in universities, a teaching material management subsystem is designed by expanding the system functions. So as to facilitate the teaching department to handle the issue and storage of teaching materials, as well as the inquiry and statistics of teaching materials. Through various network systems, the teaching material management of colleges and universities has been transformed from the traditional manual management mode to the network management mode, which has effectively improved the efficiency of teaching material management.

Under the background of "internet plus" era, a large number of open educational information platforms with advanced functions and various interactive modes have emerged, such as Yiban, massive open online course and Netease open classes, and a graduate management platform "Digital Campus" has also appeared in our university. These platforms share the relevant resources of education and teaching, and all university teachers and graduate students can communicate and learn in the relevant sections of the website, which greatly changes the traditional learning methods and thinking of graduate students, and also changes the teaching methods of teachers and the training mode of graduate students. These information platforms promote the mutual integration of knowledge, meet the learning and communication needs of teachers and students in different universities on the basis of win-win and mutual sharing of resources, and fully penetrate into the daily teaching management and training, thus making

the university education and teaching management mode more efficient, saving human resources, and at the same time realizing the full opening and full utilization of the university learning resource pool for students and teachers. The advantages of university graduate education and teaching management under the background of "internet plus" can be seen [4].

4. Advantages of Internet in College Education and Teaching

Under the background of Internet education and teaching, Internet multimedia technology has developed rapidly. Through Internet technology, various information platforms of postgraduate education in colleges and universities share teaching resources, which are displayed and shared in data, text, pictures, videos and other media forms, which are more vivid and vivid. Internet students can choose their own learning materials through various channels, and the Internet is no longer just a traditional mode of teaching knowledge face to face between teachers and students. Internet graduate students have more extensive, efficient and convenient access to knowledge, which is no longer affected by the imbalance of regional and educational resources. Internet, a diversified learning model, gives students a new learning experience and stimulates students' interest in autonomous learning [5]. At present, the education and teaching resources among major universities in China or among specialties within universities are unbalanced. Under the circumstance that the resources of the Internet are not shared with each other, it is easy for universities to have insufficient understanding of their own level. With the development of Internet era, colleges and universities are facing severe challenges, and this outstanding problem is expected to be alleviated. In the Internet age, with the rapid development of multimedia technology, various information platforms have emerged, such as MOOC Internet, Internet PPT Internet lecture library and other online learning platforms. For scholars, whoever has good cost performance will be worth the money and will receive higher education. Under this impact, some universities or majors lacking teaching resources on the Internet are bound to face difficulties in enrolling students, and must seek reform. The professional advantages of universities are different from those of teachers. In order to seek development, cooperation among universities is very necessary, and it is the general trend to learn from each other's strengths. Only by strengthening the cooperation among universities, we should focus on building a platform for teachers' communication, improve the sense of competition, make progress together, and narrow the gap, so as to realize the balance of teaching resources for postgraduate education in colleges and universities.

5. Problems in the Development of Information Education in Colleges and Universities

5.1. Information Education Is Equivalent to Information Education

The essence of education is to realize the sharing of educational information and knowledge, and information-based education is to build an information-based education and teaching mode of "four elements": students, teachers, teaching information and learning environment, with the ultimate goal of cultivating innovative talents in the new century and realizing the modernization of education. However, in information teaching, many college teachers simply understand the characteristics of classroom education informatization such as networking, multimedia, digitalization and intelligence as information education, and over-emphasize the dominant position of information technology in the classroom. Information technology is not deeply integrated with curriculum teaching, thus realizing the purpose of information education. Many colleges and universities also focus on the construction of educational infrastructure, focusing on increasing the input of information technology equipment such as computer classrooms, multimedia and network classrooms, while paying insufficient attention

to the development, application and construction of information resources, that is, the so-called "emphasizing hard but not soft" stage. This lack of resources, methods and ideas has not changed the existing educational model [6].

5.2. Information-based Teaching Subjects Still Focus on Teachers

In the current situation of information-based teaching in colleges and universities in China, most classroom teaching is still exam-oriented education with teachers as the main body, including teaching content, teaching scheme, teaching form and assessment methods. Teachers are the masters of the whole teaching process, while students become passive slaves. Informatization requires teachers to put more experience into preparing lessons, including the study, application and teaching of information technology. Many teachers often use multimedia instead of blackboard and computer instead of chalk. Students, teachers, teaching contents and teaching environment are not effectively integrated, but simply improve the simplicity of teaching tools. Students are still only the instigators of knowledge.

At the beginning of the 20th century, China gradually introduced information-based teaching modes popular in western countries, such as research-based learning mode, discovery-based learning mode, Web-quest inquiry learning mode, etc. Among them, massive open online course flipped classroom and micro-class are more popular. In order to pursue information-based teaching and technology for the sake of technology, some college teachers have adopted the method of drawing gourd ladle to copy foreign information-based teaching mode, without considering the individualized characteristics of courses and students. In fact, the teaching structure blindly imitated in pursuit of teaching modernization has not changed substantially [7].

6. Exploring the Strategies to Improve the Informatization Teaching Ability of University Teachers under the Background of Internet

6.1. Update the Teaching Philosophy

At present, the internet teaching mode is still in its infancy. The emergence of this new thing has brought new opportunities for college teachers' teaching practice, but at the same time, it also makes them face many great challenges. Therefore, college teachers should stimulate students' innovative spirit and learning potential according to their development characteristics and learning needs. In addition, teachers should actively integrate teaching contents, constantly develop new teaching resources and enhance the dispatching role of teaching practice.

6.2. Strengthen the Popularization of Information-based Teaching Resource Platform

In the application of information technology, teachers in colleges and universities must be guaranteed from the aspects of funds and technology, so as to enhance the ability of college teachers to use information technology. All kinds of teaching software and platforms are needed as the medium. Today, with the rapid development of Internet technology, all kinds of Internet technologies and software also need constant innovation, innovating teaching equipment, and strengthening the development and utilization of application software and resource pool construction of information-based teaching. For example, schools can provide targeted technical support for teachers' video, animation, website construction and other needs, so as to clear technical obstacles for teachers' teaching activities.

College educators should take the initiative to absorb the strength of team cooperation, speed up research and research, and help informatization teaching practice. The Internet should not be just an empty slogan, but try every means to make it take root and test its true knowledge in

practice [8]. With the in-depth advancement of the Internet, it is difficult for a teacher to achieve more development by himself, so it is necessary to constantly improve the comprehensive ability of the teaching team to support their comprehensive technical level. In addition, we should screen the teaching materials rationally and apply them in practice. At the same time, we should have a clearer understanding of teaching technology and other aspects, so as to make the teaching work of the team have a rational distribution.

6.3. Establish A Professional Mode of Internet Technical Guidance

The application and popularization of this technology on the Internet needs a great degree of informationization to support it. If this project is to be further promoted, it must be guaranteed from the following aspects: a green and open network environment, efficient campus equipment and convenient construction positions for resource sharing majors. For example, each university can build its own Internet platform according to its own advantages. More optimistically, with the strong blessing of both software and hardware facilities, the Internet will sprout in colleges and universities, and thrive and develop vigorously in the fertile soil of the new era.

The improvement of teaching and research ability is not realized at home, but the training of information-based teaching ability should be strengthened regularly. For example, teachers can also take the initiative to study and discuss in the course of daily teaching activities through their own abilities and features. Actively seek the help and guidance of colleagues in the industry, and strive to realize the collision of wisdom in communication, and promote the improvement of teaching ability in the process of reflection and learning [9].

7. Conclusions

Traditional teaching materials management information system can not meet the specific requirements under the new situation. At the same time, the mode of school teaching material management shows the level of school management and the effect of educational innovation and reform to a certain extent. Efficient teaching material management mode can maintain stable teaching order and normal teaching activities. It is closely related to the improvement of teaching quality and satisfaction of teachers and students. Changing from the traditional teaching material management mode to the teaching material network management mode can effectively improve the efficiency of teaching material management.

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