Discussion on Information Technology “Emabling” Undergraduate English Teaching

Han Yang

Leshan Normal University, Leshan, Sichuan, China.

Abstract

The impact of information technology on the teaching management and teaching of colleges and universities is comprehensive and profound. With the comprehensive penetration application of information technology in all aspects of college teaching management, teaching management has undergone tremendous changes in terms of models, methods, content, and the requirements of managers. Only under the guidance of modern education, it can be used as an organic component of the undergraduate education system. At the same time, it can be used as students' learning needs and characteristics. Teachers choose the appropriate teaching strategy and teaching media, and determine the combination of various aspects, such as reasonable and scientific evaluation standards in various aspects, and activate its functional benefits and advantages, to achieve the purpose of optimizing education.

Keywords

Information Technology, Undergraduate, English Teaching

In recent years, with the rapid development of higher education in my country, the talent training model and teaching operation mode of colleges and universities have changed a lot, especially when the number of students grows rapidly and the managers have not increased significantly, college teaching. The burden and pressure of management departments are getting greater and more and more cost-effective. In order to improve management efficiency and reduce the labor burden of managers, colleges and universities take the introduction and implementation of new management technologies and methods as a primary work. Undergraduate courses are the school's independent development courses. The teaching evaluation system mainly includes the setting, evaluation control settings, setting of evaluation indicators, student online evaluation teachers, teacher evaluation, peer evaluation, leadership evaluation, teacher evaluation and processing, student evaluation and teaching situation, student evaluation situation situation, inquiry of personnel evaluation, teacher evaluation management summary, evaluation of presidential planning and other functions.

1. Using the Internet to convey the development information of undergraduate courses

As the product of the development of the times and scientific and technological progress, the huge impact of the Internet on people's work and lifestyle has become increasingly apparent, and at the same time, it has also promoted the continuous reform of education methods. The combination of network and education and teaching has changed the traditional education and teaching model and improved teaching and research management methods. Undergraduate development is a complex and arduous job. Schools with ability and conditional development of undergraduate courses are often large-scale schools. Because there are many classes involved in undergraduate courses, many teachers and departments are widely involved. In order to deeply understand the development process of un-
dergraduate courses, timely discover problems in the development of undergraduate courses, and timely grasp the development demands of various departments in a timely manner, the school must actively use the network to transmit and exchange undergraduate curriculum development information. E-mail is a product of combining computers and communication. It is mainly used for switching electronic letters between computer users, thus becoming a must-have for modern office. Its prominent advantage is that the mail is convenient and fast, the safety performance is high, it is not restricted by the time and place, and the mail receipt operation is simple and worthy of promotion and use.

2. Incorporating information technology into the development of undergraduate courses

Information technology is a comprehensive and practical course, which has its own unique advantages. Information technology curriculum has comprehensive teaching characteristics in teaching content; information collection, processing, and integration are the ultimate goals of information technology courses; information technology courses have free and open characteristics in teaching methods and teaching goals; creativity is information technology curriculum. The basic requirements and essence of teaching. The development prospects of the undergraduate course of information technology are extremely broad (Tang Huimin, 2021). As the development content of the undergraduate course, students must use the interest in information technology as the entry point to cultivate students' hands-on ability in information technology, expand students' knowledge, and improve students' comprehensive information. Literacy and abilities let students participate in learning truly gain a skill, provide a broad space for their future development, and lay a solid foundation. Practice has proved that information technology, as the target of undergraduate courses, is not only necessary, but also important, but also easy to obtain ideal results. It is necessary to strengthen the publicity of informatization and establish the concept of teaching management informatization. By conducting objective analysis and choice of traditional teaching management concepts, teaching management models, teaching management methods and means, we can strengthen the importance and urgency of teaching management informatization. Mastering the learning atmosphere of information technology, you can also fully absorb the useful experience of the teaching management informationization work practice of brothers colleagues to formulate new measures that are suitable for your own school. At present, many colleges and universities have carried out some activities such as computer operation training and network skills training for teachers and managers. The personnel obtained a certificate of completion, but did not master the actual skills. Teaching management information has put forward higher requirements for the quality of managers and teachers. Due to the above reasons, some college teachers and managers’ information technology capabilities are not high. Technologies for teaching and management are not conducive to the implementation of teaching management informatization.

3. Using information technology to do a good job of pre-job training for teachers

As the saying goes: "If you want to be good, you must first benefit your instrument." Through a series of effective surveys such as questionnaires and interviews, once the information technology is established as an undergraduate course development object, the school must formulate a teacher medium and long-term training program in detail to comprehensively understand and analyze the professional knowledge reserve and teaching practical ability of participating developers. Teachers’ participating in the development of information technology undergraduate courses conduct pre -post system training. The purpose of providing information technology training for teachers is to cultivate the information quality of the teacher, that is, the teacher on the basis of the teaching practice based on information transmission is based on the teaching requirements.

3.1 Watch or listen to the lecture through the Internet

The school’s teaching management information system should be a machine system with information technology as the main means to comprehensively manage school management information. This system platform should be composed of two parts of hardware and software. The hardware part is mainly composed of school management resource library servers, management information networks, and user terminals. The software part is mainly composed of system software, operating platforms, and management software. This system platform should be able to accurately and timely reflect the current status of the school's teaching management; it should be able to use the past data to predict the future; it should be able to start auxiliary school's functional departments and principals management schools from the global start. The teaching management information system usually includes subsystems such as student status management, teaching plan management, starting courses, teaching materials manage-
The sharing of information has brought infinite vitality to teaching management. The relevant changes, ideas, strategies, methods and other information that the managers of colleges and universities need to understand can be retrieved through the Internet, obtain relevant information, and can feel, see, and hear on the Internet. At the same time, the manager is facing Managers also have this right and convenience. Of course, this also requires people who understand this information to identify the ability to identify this information and use useful information to classify the use of information management (Xu Lijuan, 2021). The school should actively organize relevant teachers to listen to relevant lectures, focus on studying the "methods and strategies of undergraduate teaching and research", and "curriculum resources management and undergraduate curriculum development" in the background of new curriculum reform to help teachers understand the goals and curriculum content of undergraduate curriculums. Prepare preliminary preparations for the formulation of the "Outline of Information Technology Curriculum". The decision-making level of colleges and universities should unify ideas and strengthen the leadership of informatization construction to solve the difficulties and problems encountered in the process of teaching management informatization, and ensure that the construction of the entire informatization system is promoted in an orderly manner. Specifically, colleges and universities should formulate relevant rules and regulations to adapt to the construction of teaching management in accordance with their own actual situation. When formulating these systems, we must pay attention to the systemicity of the system and ensure the standardization and procedural realization of teaching management. Essence during the implementation, systems should be used to standardize management, improve work efficiency, and improve the level of teaching management. At the same time, according to the actual situation in the development of colleges and universities, it is necessary to revise and improve relevant rules and regulations in a timely manner to ensure the smooth progress of teaching management informatization.

3.2 Relying on online instructors to do a good job of research work

The use of network management education information to gradually realize paperlessness is the trend of modern education management. Students’ student status, grades, test papers, teachers’ electronic lesson plans, multimedia courseware archives, school archives documents, etc. are managed by computers. At the same time, with the diversification of the enrollment system, personnel system, education pathway, the reform of the curriculum, the change of education evaluation standards and the reform of the operation method, the reform of the student status management system, etc., the information technology is further open, personalized, and comprehensive. It is favored by college teaching managers and is currently an important tool for improving management levels. The school should focus on the projects and thesis awards as the focus, carry out special teaching and research work, promote teaching and research on teaching and research, help teachers to establish awareness of teaching and research, and continuously improve the level of teaching and research of teachers (Yang Bingqing, 2021). To complete this work at a high quality, alone Fighting and lonely operations are not good. You must guide teachers to find, collect and analyze relevant information information, implement research plans, complete research content, and achieve teachers' training goals. The student status management system mainly includes student basic information management, reward punishment management, student status alien, auxiliary information management (resume information maintenance, family information maintenance, prize-loan information maintenance, graduation information maintenance) Code, etc. Teaching plan management is the central link of the entire teaching management, including the formulation of teaching plans, reviewing, and approval, the formulation of professional teaching process forms, etc. For the actual needs of the teaching plan during the implementation process, set the teaching plan fine-tuning function, and to each of each of each. The changes in the training plan over the years have been updated at a time, and the record of fine-tuning is opened. And can accurately complete the student graduation and postponed graduation qualification review after the student system. Each school has management methods and methods in line with its own actual situation. Therefore, teaching management software for design and development should be suitable for its own characteristics. Only in this way can information technology be better applied to teaching management and improving the efficiency of management. At the same time, in the development process of the information system, there must be a front-line teaching management personnel and the person in charge of the teaching management department to provide as much suggestions and information as possible, and a special person must systematically manage the information management information. The design of the system provides strong guidance and support; during the use of the use of special personnel, special personnel need to monitor and debug the system, improve the system at any time according to specific needs, and improve the practicality, convenience and security of the sys-
3.3 Do a good job of training and reflection work

College teaching managers must master and apply information technology proficiently, use computers and networks to obtain, process, and exchange information, and apply this information to improving their work. The managers of colleges and universities must establish a new management concept in the information society where information technology is rapidly spread at this stage. For example: the concept of equality, the concept of innovation (Wang Dianli, 2018). Because the information transmission is directly, fast, and unprecedented, as long as the recipient has the material conditions for receiving information -computer and computer networks, they can get the relevant information they need. From this point of view, the level of information acquisition in the planned economy period is closely different (Sun Hao, 2019). The equality of information acquisition will bring about neglect of traditional authority. Essence in order to implement the training of teachers of undergraduate courses, especially in the online training stage, we must do a good job of reflection work in three aspects: one must reflect on the gap between the overall training goals and stage goals; There is a gap between levels; the third must reflect on the difference between training content and students' existing knowledge capabilities. There are many forms that can be adopted by training. Out of training, asking expert training, base training, inter-school communication, etc. are a good training mode, but the use of information technology as a training method is the most convenient, most affordable, and most affordable. The most effective training means, the start-up management system is to automatically generate the teaching task book and teaching arrangement forms of each semester in the start management plan after the professional teaching plan is completed. It can form a joint class, add temporary classes, add teachers' information, use teaching materials information, etc. The final notice forms a "actual opening table", the original schedule data of the class discharge system, and transferred to the course selection system to complete the course selection operation.

4. Conclusion

In the traditional teaching mode, teachers' teaching activities are limited to a textbook, a blackboard and a simple slide demonstration. Boring and tasteless, lack of vitality, students' initiative and creativity cannot be played well. After the multimedia information technology intervention in teaching, like a spring breeze, it urges our educational concepts and changes in the educational model, so that our teachers and students can share high-quality educational resources, enjoy the most cutting-edge teaching resources, and give the reform of basic education (Wang Guan, 2021). And development brings opportunities. It completely changed the traditional education and teaching model, allowing teachers to liberate from heavy repetitive labor. In the information technology environment, teachers' responsibilities are only to provide some new learning methods and learning environments. In this sense, learning does not mean to directly understand and master knowledge, but only obtain information. This is easy to cause students to treat information as knowledge. In fact, information does not mean knowledge, and information cannot replace knowledge. The fundamental purpose of learning is to cultivate, analyze, and judge the ability to cultivate independent thinking, analysis and judgment by seeking knowledge and understanding of knowledge. The former is the basis of the latter. Do not solve problems and improve your independent thinking, analysis and judgment ability. Similarly, on the Internet, students should pay attention to cultivating the ability of independent thinking and analysis, and discovering and solving the ability to solve problems.

References

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