

The Transformation and Upgrading of English Teaching Modernization under the Background of Information Technology

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Abstract. With the development of Information Technology, English teaching system has realized intelligent innovation and all-round development, especially by paying attention to students' learning demands and integrating all kinds of teaching resources, it realizes the essential optimization of English teaching ecology. Therefore, based on the mature application of information technology, it is of great practical significance to focus on the transformation and upgrading of English teaching modernization. Based on the trend of modernization and transformation of English teaching under the background of information technology, this paper puts forward some corresponding upgrading strategies and suggestions.

Keywords. Information technology; English teaching; modernization transformation; upgrading strategy

Most of the existing research focuses too much on technology and neglects the theoretical level of research. Compared with traditional foreign language teaching, how does information-based foreign language teaching draw on the research results of psychology, pedagogy, Neurology, Information Technology, second language acquisition and whether it is necessary to construct new theories and frameworks, how to promote the integration of educational technology and foreign language teaching is the key point to be discussed.

1 The transformation trend of English teaching modernization under the background of information technology

The use of information technology and the integration of digital resources in foreign language teaching should take into account various factors and links such as teaching objectives, teaching objects, teaching methods, teaching environment and teaching evaluation, etc. , at the same time, the teaching practice is guided by the theories of information technology, pedagogy, psychology and second language acquisition.

Defining the goal of information-based foreign language teaching. The first is the long-term goal of foreign language teaching. The ultimate goal of language teachers is to help students acquire knowledge and skills, develop autonomous foreign language learning, and become culturally aware global citizens in both real life and online communities. Setting long-term teaching goals will provide direction for the integration of foreign

language teaching and information technology. At the same time, information technology should also serve the specific teaching objectives of each course, which requires foreign language teachers to consider "cohesion", such as how to link up the classroom, online and offline. Language learning outside the classroom or online is often unpredictable and disorganized, and teachers must consider how such learning fits in with specific classroom goals, as opposed to structured instruction in traditional classrooms.

Pay attention to the differences of learners and improve the information-based language learning literacy of learners. Researchers, teachers, and technologists need to understand learners' language proficiency, learning experiences, and learning expectations as a basis for developing, selecting, and adjusting technologies and tools. At the same time, there is a need to develop learners' Digital Literacy, students' proficiency and acceptance of emerging technologies does not mean they can use them critically, and teachers need to provide guidance and training, to help them combine technology and language learning effectively. To clarify the advantages and disadvantages of various teaching methods, especially the characteristics, advantages and limitations of various information technology and digital tools. Therefore, English teachers themselves should receive education information technology training to improve their information literacy. Information technology is constantly changing, full of unknown and various possibilities. Foreign language teachers need to take an open, flexible and critical attitude towards information-based foreign language teaching and learn how to teach safely and ethically, critical use of information technology.

Decision-making in combination with the actual teaching environment. Teachers should be familiar with the technical, linguistic and cultural resources available in a real teaching environment, and should be familiar with traditional curriculum arrangements, teaching scales, examination pressures and other factors, adjust the degree and form of informatization accordingly. This paper systematically evaluates the effectiveness of information-based foreign language teaching, including determining the evaluation contents and standards, selecting appropriate evaluation methods, and making teaching adjustments based on evaluation. For example, for online learning, on the one hand, you can use technology to obtain learning data for learner analysis. On the other hand, we can evaluate the learning effect through the form of learner's diary and learner's file.

2 The emphasis of English teaching modernization under the background of information technology

English class under the background of information technology can improve learning interest. The form of English teaching should be vivid, lively, intuitive and diversified, which is determined by the students' psychological characteristics, a great deal of diverse information, such as images, sounds and colors, act on students' multiple senses, which makes English teaching atmosphere harmonious, English learning interest strong, listening, speaking, reading and writing potential to be effectively developed. Interest is the best teacher, in a pleasant and relaxed learning atmosphere students easily take an active part in teaching activities, its potential learning requirements are stimulated. English teaching under the background of information technology can fully arouse the enthusiasm of students to move their ears, mouth and hands, combine concrete image with abstract language, let students be in the real world, and realize happy learning.

English class under the background of information technology can reduce the difficulty of learning. After all, classroom time is limited, the use of multimedia teaching can effectively use the limited teaching time and teaching space. Multimedia is an important means for teachers to highlight key points and break through difficulties. It can make students more receptive and make complicated knowledge more understandable. The use of

multimedia can attract students' attention and interest in English knowledge. Different language environment provides students with a real situation for English communication. Students not only learn knowledge and deepen their understanding, but also can simulate the application according to the real situation, which not only breaks the teaching focus, it also makes learning English easy and easy.

English classroom under the background of information technology can promote learning interaction. The effect of interactive teaching is obvious. It is easy to realize teacher-student interaction and student-student interaction with the background of modern information technology. English is a basic subject with strong communicative, instrumental and practical nature, teachers should create a good teacher-student relationship, create a relaxed, harmonious and positive atmosphere, create a different language environment with the help of information technology, and provide students with as many opportunities to use language as possible, to realize language learning in situations, to master language in communication, to gradually realize the transformation of knowledge to skills, to build up students' self-confidence in learning, so that students at different levels have different degrees of harvest.

3 The content of modernization transformation of English teaching under the background of information technology

3.1 Vocabulary teaching

The first is the preparation of listening materials, the use of removable hard disk, U disk, memory cards, etc., to store the entire semester or all the school year's content, Plug and play, do not need to frequently change the content. These listening exercises can be played at any time, greatly saving control time, improving classroom efficiency, and content standards, no longer worry about deviation listening and reading, in the classroom you can hear the pure pronunciation of foreign language vocabulary. In order to stimulate the enthusiasm of learning vocabulary, we must first cultivate students' interest in vocabulary. The use of multimedia classrooms to play listening materials, the most direct visual, text, sound in front of students, the brain will receive information will soar and remember the frequency will be accelerated, over time, the improvement in your listening skills will increase by leaps and bounds.

3.2 Teaching of listening

Using information technology to broadcast listening materials, there are words, images and sounds, vivid, students' interest in learning hair-trigger. First of all, to deal with the key and difficult words in the listening materials, through the multi-media technology, the sound, form and meaning of the words are presented at the same time, fully mobilize the various senses of the students, and establish the direct contact between the various aspects of the vocabulary, design activities such as connecting lines, filling in blanks, options and substitutions, and intensify training. Secondly, prepare the background knowledge, using multimedia technology to display, intuitive, image of the knowledge background is easy to accept. With these building blocks, listening training is easier and more effective. English listening teaching under the background of information technology is rich and colorful, which arouses students' interest in learning and promotes their autonomous learning and active learning. With the development of English listening resources and the broadening of listening training channels, the content of listening teaching will be more abundant and the listening class will be more optimized.

3.3 Teaching of reading

Under the background of information technology, reading teaching has the characteristics of fast rhythm, large capacity, multi-level and high efficiency. The teacher prepares the lesson earnestly, prepares the multimedia courseware, presents the teaching content in time, displays the language activity material, presupposes the teaching link, constructs the thick reading classroom atmosphere. By arousing the enthusiasm of all kinds of sense organs, students can be stimulated to carry out reading activities. Before reading, through the text, images, pictures, animation and sound, and other forms of reading materials, and add relevant background information, so that students familiar with the reading theme, to predict the reading content, environment and vocabulary, make clear the reading purpose, and prepare for the development of reading activities. In reading, students are encouraged to take an active part in removing language barriers step by step, to understand the content of the text, to understand the logical order of the text, and to grasp the main idea. After reading, by presenting the main points, key words and the theme of the text, the students are guided to carry out role-playing, retelling the text and other communicative activities to consolidate the teaching content. Finally, through the courseware to display the relevant text and image information, encourage students to discuss and communicate, create real language communication situation, and cultivate students' comprehensive ability to use English.

4 The transformation strategy of English teaching modernization under the background of information technology

The language teaching under the information environment is different from the traditional foreign language teaching in the classroom. How to integrate various teaching methods with information technology, what principles should be followed, and what teaching models can be developed, how to combine with the teaching environment in China is a direction that can be explored. For example, project-based learning, cooperative learning, how to carry out task-based teaching in the information-based environment, how to combine game-based learning with Chinese teaching situation, and so on.

Information technology makes it easier for researchers to collect and analyze data. In the process of combining technology with foreign language teaching, learners' learning process, curve, pattern and behavior are worth paying attention to, and this kind of data can provide valuable enlightenment for the integration of teaching and technology. In addition to using traditional research methods to analyze learners' motivation, interaction patterns, the use of learning strategies and the roles of learners in the network environment, learning analysis and data mining techniques can also be used, this paper analyzes the learning trajectory, learning behavior and learning ability of learners by using educational big data. Big data can help to collect and analyze a large number of learner corpus, and make a visual analysis of the learning process in order to understand the complexity and dynamics of foreign language learning, and bring enlightenment to the design of foreign language learning module in the information environment, teachers and help learners to carry out personalized, autonomous learning.

Foreign language teaching in the context of information technology is a complex and dynamic system. All the aspects mentioned above are interrelated and inseparable. The analysis of concrete teaching cases at the micro level and the construction of the theory at the macro level are beneficial to a more complete understanding of the system and a deeper integration of information technology and foreign language teaching.

Oral English is one of the main difficulties that need to be overcome in English teaching at present. Students' oral English ability is one of the professional skills that will affect their

future work, by means of group conversation, we can increase the chances of oral practice. There are many scene dialogues in English textbooks, which can make students act different characters for oral practice. In addition, through modern network resources, enriching more teaching content, such as playing foreign classic video clips, such as *Pride and Prejudice*, such films have strong appeal to students, can design dubbing links, let students practice oral English according to different situations and different difficulty levels, improve students' oral expression ability and self-confidence, and make oral English reach a professional level.

Facing the problem of too little communication between teachers and students in the classroom, first of all, we need to design reasonable teaching content, increase the interaction between students through group study, and set questions and answers for the knowledge points in English textbooks, students in the same group to actively exchange the answers to the questions, at the same time, the teacher and students in the discussion process, also let the teacher-student relationship closer, more harmonious.

In addition to interactive time in the classroom, teacher-student interaction is extended beyond the classroom through modern information technology, making full use of spare time, setting up some online activities, assigning learning tasks, and increasing opportunities for student interaction, improve students' interest in English and cultivate students' good habit of learning English independently. Teachers can make use of modern information technology to collect more English knowledge, expand the scope of knowledge learning, and share learning resources with students on the Internet. Through such teaching methods, students' comprehensive English ability can be developed, it can also broaden students' horizons and develop into English talents urgently needed by the society.

5 Conclusion

Under the background of the continuous development of modern information technology, the reform of English education is constantly being optimized and innovated. At present, with the support of modern information technology, English courses have been carried out in various teaching modes, mainly using modern equipment, such as multi-media, slides and other playing equipment, to make the English classroom more vivid, more intuitive, the past teaching in the abstract, difficult to understand teaching knowledge, using modern information equipment to display, in order to improve students' interest in learning, more can play learning thinking and enthusiasm, gradually achieve "Happy Learning", improve the quality of classroom teaching.

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