

Research on the Innovation of Individualized Teaching Model in English Course

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Abstract: Individualized learning of English can promote students' individualized development and cultivate international talents who are proficient in language, innovative spirit and innovative ability. Based on the concept of teaching mode and the theoretical basis of this study, the feasibility of implementing platform-based individualized English classroom teaching mode is analyzed. On the basis of the construction theory, the teaching mode is preliminarily constructed. Through the study of the existing teaching mode and basic theory of education, this paper makes an analysis of the individualized English teaching mode, and innovates and constructs a specific and targeted individualized English teaching mode.

1. Introduction

In the implementation of the 2.0 stage of education informatization, the Internet is bringing about all-round changes in education: English teaching method breaks through the traditional way with the concept of "post-teaching method", educational places expand from offline to online. In the trend of educational informationization, we should develop a new educational model, so as to build an educational system that integrates individualization, humanization, networking and digitalization. Endogenous power should be given to the development of educational informationization, the degree of integration should be based on cross-disciplinary scientific research, and basic and comprehensive scientific research should be carried out to follow the law of education and human development. Under the guidance of big data, artificial intelligence and virtual reality technology, the Internet education model is constantly innovating. The aim is to build an integrated and automated intelligent system based on the elements of social interaction, teaching, feedback, learning, knowledge base,

ranking and recommendation. The existing companies have developed VR education, through the generation of virtual teaching environment, to fully mobilize primary and secondary school students' sense of hearing, vision, touch and other senses, to experience learning, so that education and teaching more immersive.

However, many online English education aims at conveying educational resources through the medium of the Internet, providing learning channels, rather than English education in the real sense of "Internet +" era. We see a lot of online learning or online learning, shallow learning is obvious. "Internet + education" seems to turn teachers' chalk blackboards into lecture courseware. Simple information browsing, mechanical operation and practice, in fact, are still rote-learning repetitive training, and cannot cultivate primary and secondary school students' innovative consciousness and problem-solving ability. In addition, under the background of the "Internet +" era, the English education mode is too diverse and complicated, and there is a common phenomenon among English learners. Fragmented learning does not concentrate on integrated learning, and the choice of educational websites is not specific.

Under the trend of globalization, the rapid development of information technology and the rapid development of humanities, nature, social Sciences and other fields, innovative ideas are injected into English classroom teaching. It is true that under the new form of "Internet +" economic and social development, using information and communication technology and the Internet platform, teachers acquire more ideas of keeping pace with the times and apply them to teaching. In traditional teaching methods, foreign language teaching is teacher-centered, teachers impart knowledge and students take responsibility for acceptance; foreign language teaching is student-centered, teacher-assisted, and students' seminar learning. How can information technology be effectively combined with personalized learning? How to improve the supporting education and teaching of personalized learning? How to realize the effective promotion of personalized learning in the Internet era?

2. Literature review

In order to better promote personalized learning, researchers call on teachers to change their roles and enhance the interaction between teachers and students. Hummel H, et al. (2003) pointed out

that in order to enable students to obtain better personalized learning experience, it is necessary to design teaching framework at a higher level of infrastructure, pay attention to and make use of the teaching value of learning activities. Stacey Childress and Scott Benson (2014) believe that in personalized learning, teachers play the role of planner of students' learning, helping students list learning materials, set weekly goals, guide students according to their progress and obstacles, provide different learning experiences, and return more rights to set learning goals to students. Deed C et al. (2014) argued that the emerging phenomenon of individualized learning is a critical response to the "industrial age" school teaching mode. Therefore, teachers need to adjust the classroom situation and actively interact with students. Ross Tanya (2016) pointed out that sharing teaching reflection through social media can help educators better discover students' strengths, needs and interests, thereby fully accepting personalized learning and teaching methods.

Many scholars believe that improving teachers' teaching behavior can effectively promote personalized learning. Maribeth D and Koehler (2011) believe that in the process of individualized learning, if teachers create a cooperative learning environment, invite students to participate in learning planning, so that students can gain more power in teaching, students' enthusiasm will be significantly enhanced. Murphy et al. (2016) argued that personalized learning focuses on developing students' metacognitive, social and emotional abilities, paying attention to students' learning motivation, and emphasizing helping students form self-orientation.

Many scholars emphasize that teachers play an important role in promoting individualized learning. Therefore, individualized learning is not only influenced by teachers' teaching strategies and teaching styles, but also related to curriculum arrangement and teaching organization forms. Xue Zhimei and Zhang Lixin (2005) proposed to construct personalized teaching environment based on learner's personality, and formulated a distance teaching design strategy consisting of personalized resource bank, personalized learning system and personalized learning support service system. Tao Qing (2009) believes that effective small class curriculum development is conducive to personalized learning. Jiao Chuanzhen (2012) pointed out that in order to enhance the effectiveness of individualized learning, individualized curriculum and teaching evaluation system must be constructed and practiced in the context of networked interactive teaching. Ding Nianjin (2013)

thought that the class type based on personalized learning could be designed into regular class, lecture class, free learning class and exhibition and communication class. Xiong Jinju (2013) believes that in order to achieve personalized learning, we must create a supportive environment in small-class education, establish dynamic, cooperative, asynchronous, autonomous and differentiated learning methods, and implement formative, diversified and qualitative evaluation methods. Wang Xiaoyan (2014) believed that the flipped classroom not only provided the individualized teaching platform for teachers, but also provided the individualized learning space for students. He designed the individualized learning teaching mode based on the domestic and foreign flipped classroom teaching model.

3. Research Method

Firstly, the literature is consulted to illustrate the research status of individualized English teaching classroom, and to introduce the significance of this study and the methods adopted in the research process. Based on the concept of teaching mode and the theoretical basis of this study, the feasibility of implementing platform-based individualized English classroom teaching mode is analyzed. On the basis of the construction theory, the teaching mode is preliminarily constructed. Then, through the study of the existing teaching mode and basic theory of education, the paper makes an analysis of the individualized teaching mode of English in the network age, including theoretical basis, teaching objectives, operating procedures, conditions for realization and evaluation of effects. Thus, a specific and targeted teaching mode is formed.

4. Discussion

Nowadays, most of the educational institutions favor online mobile learning platform and develop online education. The mobile learning platform has received some praise mainly because it can provide users with maximum use of fragmentation time to learn, especially for English. Language learners have more time to practice. The core idea of English learners' autonomous learning is to advocate that teachers should set up open and flexible English teaching concepts and methods. Self-regulated personalized learning can be carried out through mobile learning platform.

4.1 Personalized Teaching Advantages of Mobile Learning Platform

Easy to operate: The basic point of mobile learning experience is simple and practical, not

cumbersome. In terms of operation mode, it emphasizes the functions of query, learning and dissemination of knowledge, eliminates all unimportant details, and excludes fancy design, focusing on concise and easy operation. In terms of learning content, English learners can purposefully and directly obtain the required learning resources, optimize and simplify the content, and meet their own requirements.

Individualization: As we all know, Confucius, a great educator in ancient times, advocated teaching students in accordance with their aptitude, which is called "one person, one thousand people and one thousand faces". Therefore, mobile teaching platform advocates pushing relevant learning content for learners' more interesting content, so as to make the teaching atmosphere more humane. For example, Yang Zhengda said that iTutorGroup analyzed the characteristics of teachers, students and textbooks, labeled 128 tags for personal attributes, and customized the courses according to students' preferences, degrees and goals. This DCGS dynamic course generation system developed by it is an important progress of mobile teaching platform.

Interactive model: The survey found that the attitude of primary and secondary school students to teachers' feedback on mobile platform is positive. While teachers communicate with primary and secondary school students, we should also strengthen the communication between primary and secondary school students and primary and secondary school students. The value of interactive sharing of mobile learning lies not only in enabling English learners to acquire better learning experience, but also in creating a mobile learning community for English learners. Practice shows that one-way online learning courseware is not very interactive. Some beginners only focus on vocabulary and basic connections, which is slightly boring, while communication and learning in the community are more attractive. In addition, users can pay attention to or make friends with other users and teachers at any time to discuss and inquire, and can also share the difficulties in learning work, so learning will become more interesting.

Online evaluation: The platform has the function of designing on-line evaluation. It gives a small and systematic test to the learning content, which is a kind of feedback to the learning effect. The platform can also set incentives. After completing a course, users can pass the exam and get a relevant medal within the target score range, and the medal is related to promotion, awards and so on. In this

way, English learners can be stimulated to learn interest, motivation, and enjoy teaching, so as to achieve ideal results.

4.2 Innovative Construction of Individualized teaching Model for English Courses

Teachers help autonomous learners to master cognitive, metacognitive and learning methods in English learning, so as to achieve the goal of foreign language learning. In the learning process, learners can acquire resources through online education platform, integrate resources, extract the essence and discard the dross. It can make effective use of fragmented time and online learning, which can increase the reserve of knowledge and save time. Another advantage of the Internet lies in its information timeliness. In the research of self-learning and foreign language learning strategies, the information acquired by primary and secondary school students has high timeliness and operability. Through this learning concept, learners can mobilize their foreign language learning and promote their learning potential. Such a cycle of repeated, continuous practice, and gradually become autonomous learners. At the same time, this concept has a far-reaching impact on teachers 'teaching, which is helpful to the implementation of teaching and the improvement of teaching process.

After analyzing the characteristics of the English classroom, the author believes that the individualized English teaching model based on computer technology should start with changing the role of teachers, changing teaching methods, acquiring teaching resources and building a mobile teaching platform. Teachers become participants. The process of English teaching is an interactive process between teachers and students. Instead of the traditional mode of "teacher speaking, student listening", teachers and students work together to build an equal, harmonious and mutually supportive learning atmosphere and actively participate in the learning and life of primary and secondary school students. Teachers become assistants, information technology makes it possible for teachers to become designers of primary and secondary school students' learning, guiders of key knowledge, and answers to difficult questions. On the educational platform of the Internet, teachers and students discuss knowledge, exchange views and share skills. The second step is teachers' introduction, which makes use of the advantages of short class hours and easier to attract the attention of primary and secondary school students. In video production, teachers cater to the interests and hobbies of primary and secondary school students, and connect knowledge points into the curriculum. Teachers are free

from imparting knowledge, giving students the opportunity and space to participate actively, explore independently, and cultivating their exploratory spirit. Teacher guidance, teachers are keen to seize the best opportunity for primary and secondary school students to understand and think, decisively guide, in order to effectively promote the deepening of teaching, guide primary and secondary school students to study efficiently in a limited time, avoid doing useless work. After-class summary, the network education platform can record all the information before, during and after class, which provides technical support for the complete after-class summary. The third step is the utilization of teaching resources.

1. Screening resource network is a double-edged sword. It brings convenience to you, but also brings negative side. When we face many network resources, in order to avoid various problems, English teachers and English learners should carefully screen complex and diverse networks in their use. In order to avoid primary and secondary school students cannot judge the advantages and disadvantages of the network, we also need to train primary and secondary school students on network knowledge, so that primary and secondary school students can use network resources more effectively.
2. Recommended resources interconnected education breaks through the constraints of time and space. Primary and secondary school students and teachers can communicate and learn across time and space to realize resource sharing. The network enriches the material of ideological education. If teachers use the network technology to enrich their daily teaching activities, the efficiency of teachers' daily preparation can be improved. The advent of this network era has changed our traditional and rigid way of thinking, such as helping to cultivate the ability of primary and secondary school students to think more comprehensively.
3. Updating resources. For English learners, the Internet has the advantages of fast updating resources, wide coverage of resources and information, and convenient use. It brings happiness to today's fast-paced learning and life. The network enriches the material of ideological education. If teachers use the network technology to enrich their daily teaching activities, the efficiency of teachers 'daily preparation can be improved, so as to give full play to the role of network resources. Use mobile teaching platform to provide a convenient way to access learning resources, achieve teacher-student interaction, and complete a reasonable evaluation.

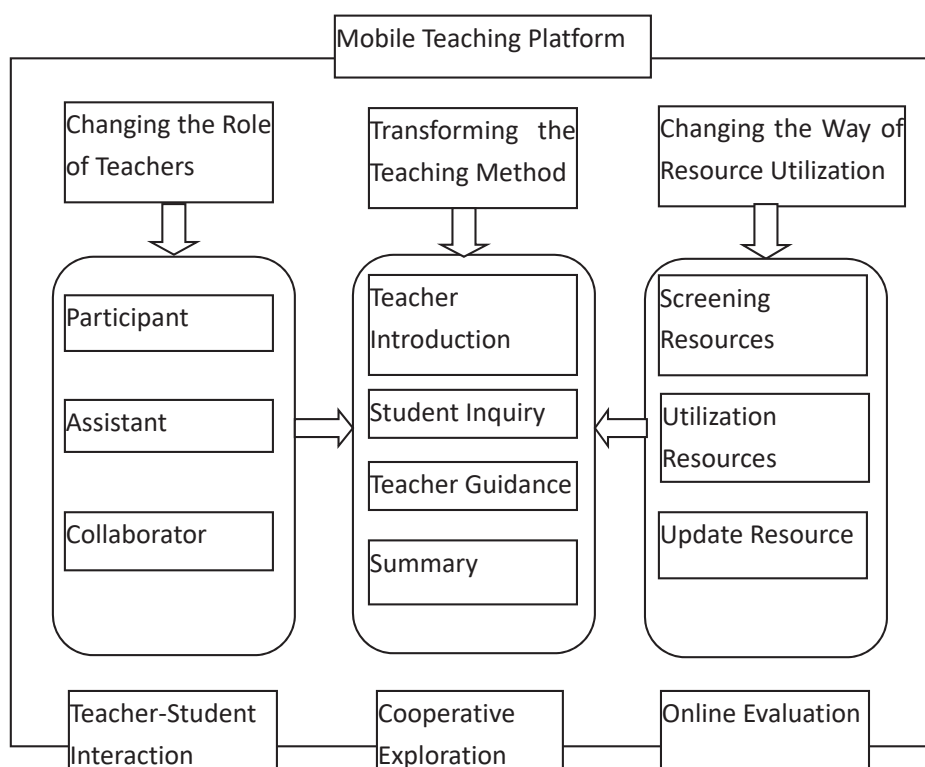


Figure 1. Individualized Teaching Model in English Course

5. Conclusion

Under the fierce impact of the trend of information age, in order to improve the ability of independent learning of students, teachers are required to innovate ideas, conform to the trend of the times, take measures to ensure the advanced teaching level, and build a learning platform suitable for them. Teachers and students should screen and utilize resources reasonably. The innovative mode of individualized teaching of English curriculum emerges at the historic moment. It is expected to play its role in the later practical application, constantly update the learning mode of English courses, and realize the individualized learning of English.

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