

Research on the Practice Path of English Teaching in Colleges and Universities based on the Background of Big Data

Li Yun

Foshan Polytechnic

Foshan, Guangdong, China, 528137

Abstract: Personalized teaching is an important guide for the reform and innovation of English education in colleges and universities. The application of big data technology in English personalized teaching is conducive to the analysis of the needs of English personalized teaching, further speeding up the construction of English personalized education resources, helping to improve the intelligence level of English personalized teaching, and accelerating the realization of English personalized teaching and multi-field fusion. English teachers in colleges and universities reform English teaching based on the background of big educational data. They need to correctly understand the meaning and characteristics of big educational data and emphasize the significance of English teaching reform under this background. Effective reform of college English teaching under the background of big educational data.

Keywords: English teaching, practice path, big data

1. INTRODUCTION

In recent years, the development of information technology has pushed my country into the era of big data. Under the background of big data, massive English teaching data and resources can be collected and utilized, providing resources and technical support for the development of personalized English teaching in colleges and universities, and can well solve the problem of lack of pertinence and effectiveness in current college English teaching .

However, the current English teaching system in many colleges and universities is not perfect, and even has a certain degree of lag, which makes it difficult to meet the requirements of personalized teaching. Therefore, it is necessary to combine the application advantages of big data technology in English teaching to explore the effective implementation of personalized teaching. Countermeasures. Big data has the characteristics of large capacity, fast speed, variety, and high value. Based on the four characteristics of big data itself, big educational data also has the characteristics of large capacity, diversity, fast speed and high value. Large capacity means that the data in big educational data is not all the data of a school, but in terms of information exchange, multiple educational institutions cooperate to collect learning data to form big data.

Especially in this stereotyped mode, teachers often do not take the initiative to analyze students' English learning needs, but adopt an educational method that treats students equally, which leads to another problem-the English knowledge that most students learn is not what you need is not even what you can accept. This will not only seriously affect the overall educational effect, but even hinder the students' future development, making them confused about not being able to apply English language learning after they enter the society. Although big data technology makes learning more possible, through Internet information technology, the teaching process can be realized online, and students can easily obtain the learning materials they need, and answer questions and solve problems through the Internet.

A lot of teaching content and links have also been transferred to the Internet. The purpose itself is to provide more convenience for students, allowing them to learn through computers or mobile clients anytime, anywhere, and assist offline teaching. However, big data technology is a double-edged sword. With the support of big data technology, the complicated information on the Internet can flow into the eyes of students more conveniently and quickly. distraction and temptation. The primary task of implementing English personalized teaching under the background of big data is to formulate personalized teaching objectives, so that teachers can carry out teaching design around accurate teaching objectives. First, teachers should use big data technology to investigate and count students' personal status and English learning status, such as major, English foundation, English specialty, learning ability, hobbies, future development direction, etc., and then summarize and analyze the collected data and use them as the basis for the formulation of teaching objectives ensures that the teaching objectives are more personalized.

2. THE PROPOSED METHODOLOGY

2.1 The Application Advantages of Big Data in English Teaching

Educational big data can replace the traditional expert evaluation method, with the help of specific teaching activity data in English teaching, to evaluate the teaching level of teachers, to judge the acceptance of students' course knowledge, and to effectively restore classroom learning with data. Therefore, big data can show students' learning experience in a quantitative form, effectively solve the problems in the traditional English teaching model, clarify students' learning needs, and help teachers innovate teaching models based on students' learning needs and realize the reform and development of English teaching. Teachers can use big data to organize investigation activities, investigate English topics and knowledge that students are interested in before the teaching work begins, and then design course activities around their interests to guide them to learn their favorite English knowledge.

On the other hand, teachers can also use big data to analyze the deficiencies exposed by students in previous learning activities, design more targeted teaching activities around their deficiencies, and guide students to focus on themselves in the actual English language use process. In case of mistakes, re-learn relevant knowledge. In this way, with the support of big data, under the guidance of teachers' targeted teaching and adjustment, students will be able to raise their English level to a new level. To better meet the needs of the society for talents, it is necessary to improve students' English application and practice level. Taking the improvement of professional ability as the leading direction of English teaching, we focus on training students' English "listening, speaking, reading, and writing" and other practical abilities. At present, English teaching in many colleges and universities still attaches great importance to theory, which has caused many students to find that their English knowledge is out of line with the job requirements when they step into the workplace.

The reform of the teaching mode under the perspective of big data can provide students with more opportunities for language application. Students can use network data resources to implement online video and audio remote connections and communicate directly with teachers or foreign teachers in English. Practice your English-speaking ability. Personalized teaching evaluation can more accurately understand students' learning status, assist teachers to improve the teaching process, promote teacher-student dialogue and improve teaching quality. Therefore, colleges and universities should actively improve the original evaluation system and make full use of big data technology to assist the construction and innovation of the teaching evaluation system. In this regard, it is necessary to effectively apply big data technology to process evaluation and formative evaluation, overcome the one-sidedness of summative evaluation, and improve the scientific degree of evaluation. When evaluating teaching quality and students' learning outcomes, we should not only refer to students' daily test results but should add students' performance in daily learning to the evaluation system through quantitative or qualitative indicators, to comprehensively measure the status of English teaching.

2.2 Practice Path of College English Teaching under the Background of Educational Big Data

In the technical role, teachers should clarify their own learning strategies and the status of instructors of information technology. College English teachers need to guide students to effectively master network technology, autonomous learning strategies and information acquisition methods. Network teaching provides students with a broader space for learning. These situations are different from face-to-face communication situations. Most of the participants in network learning have Different learning motivations, learning characteristics, learning backgrounds and cultural backgrounds. Therefore, students' English learning and communication interaction under the background of big educational data will correspond to various problems.

As for expanding the teaching space, using big data to open online education channels, micro-class teaching and distance teaching are good choices. To put it simply, the emergence of big data and the Internet has narrowed the distance between people, allowing communication to transcend space barriers and not be limited by time. The learning of English language should also be a continuous process. Only by letting college students live in the English language environment for a long

time can they better stimulate their English learning and application awareness, and at the same time improve their related abilities. Therefore, college teachers can use information technology as a support, use big data and the Internet to build an information teaching platform, and teach English knowledge to students through the platform. Big data technology makes the acquisition of teaching materials more convenient. Therefore, both teachers and students should actively use these new technologies to realize the innovation of the teaching system.

For example, teachers can download course-related European and American film and television materials, original sound songs, and picture news hotspots on the Internet, and then use multimedia teaching equipment to insert them into the classroom teaching process, to firmly grasp the students' attention, and at the same time communicate with students. With more and richer communication content. But there are also higher requirements for teachers. Teachers must have the ability to operate modern teaching equipment and the ability to screen and identify Internet learning content. In addition, big data technology can also provide evaluation support, summarizing and analyzing the learning volume and learning task data that students complete online every day. Through data, teachers can clearly understand students' learning frequency, duration, accuracy, test results, etc., and build a perfect and scientific personalized teaching evaluation system.

In addition, students' mutual evaluation and self-evaluation can also be added to the evaluation system, allowing students to evaluate teaching quality and learning effects from their own perspectives, and allowing students to fully learn from the evaluation results supported by big data technology to improve the personalization and standardization of evaluation. In the context of big data in education, college English teachers need to integrate teaching resources to reform English teaching, that is, to integrate student learning resources, and to achieve effective reform of English teaching with rich English teaching content. Based on the background of big educational data, students can obtain richer learning resources than previous classroom teaching content. For example, they can obtain a large amount of English learning materials with the help of English media, WeChat, websites, and other carriers.

In recent years, my country has actively developed college English online quality courses. On the MOOC platform, students can learn English writing, speaking, pronunciation, grammar, culture, and basic language knowledge through many teaching videos. Finally, it is worth mentioning that college English teachers' understanding of big data and their ability to innovate teaching greatly affect their design of the entire teaching activity. Therefore, to better optimize college English teaching and promote the positive development of students' literacy in the big data environment, we should also strengthen the professional quality training of college English teachers and improve their personal abilities. First, teachers can actively participate in teaching and research activities, and discuss with other teachers on how to use big data to optimize English teaching in the teaching and research activities.

3. CONCLUSION

Personalized teaching under the background of big data is an effective way to improve the quality of English teaching in colleges and universities, and it is also a practical need to connect and meet students' personalized learning and teachers' personalized teaching. Therefore, colleges and universities and teachers should pay attention to the practical research of

English personalized teaching. College teachers should form a correct understanding of this, face up to the problems existing in English teaching and student learning in the current environment, clarify the positive significance of big data for optimizing teaching, and actively change teaching ideas, accurately use big data tools to optimize the teaching structure, adjust the teaching methods, and at the same time strengthen the cultivation of students' English quality, so as to better promote the growth of students and help the development and growth of the social talent system.

4. REFERENCES

- [1] Chen Guo. Practice and Exploration of College English Writing Teaching Reform under the Background of Big Data [J]. English Teacher, 2015, 15(11):3.DOI:CNKI:SUN:YJJS.0.2015-11-011.
- [2] Yao Yueying. Innovative practice of college English teaching based on the concept of flipped classroom in the era of big data [J]. Northern Literature: China, 2017(3):1.DOI:CNKI:SUN:BFWX.0.2017-08-115.
- [3] Jin Xiaomei. Discussion on College English Teaching Mode under the Background of Big Data Technology—Comment on "College English Writing Online Course" [J]. Chinese Science and Technology Papers, 2021, 016(010):P.I0001-I0001.DOI: 10.3969/j.issn.2095-2783.2021.10.019.
- [4] Liu Haiye, Qi Hongjuan, Zeng Lingwei, et al. Online digital teaching plan generation method and system based on big data cloud platform: 202310411702[P][2023-06-17].
- [5] Chen Weihong. Discussion on the Reform of College English Writing Teaching Based on the Background of Big Data [J]. Wisdom, 2017(15): 1.
- [6] Song Yuanyuan. Research on English Teaching Mode in Colleges and Universities from the Perspective of Big Data [J]. Wisdom, 2020(06):55-55.DOI:CNKI:SUN:CAIZ.0.2020-06-046.
- [7] Zhang Hong. Innovation of English teaching in colleges and universities under the background of big data at the present stage [J]. Overseas English, 2019(20): 2.
- [8] Huang He. Research on Accurate Teaching of Smart Classroom in Colleges and Universities under the Background of Big Data—Taking "College English" Course as an Example [J]. Teaching and Educating People: Higher Education Forum, 2022(12): 3.
- [9] Wang Tao. Research on the Application of MOOCs in the Translation Teaching of English Majors in Guizhou Universities Based on the Background of Internet Big Data [J]. Journal of Jiamusi Vocational College, 2019(1):2.DOI:CNKI:SUN:JMSJ.0.2019- 01-125.
- [10] Zhu Zhi. Research on the Practice of Personalized English Teaching in Colleges and Universities under the Background of Big Data [J]. Educational Theory and Practice, 2021, 41(30): 3.
- [11] Zhang Naizhi. Research on the Practice of Personalized English Teaching in Colleges and Universities under the Background of Big Data [J]. English Square: Academic Research, 2022(29):106-109.
- [12] Huo Na, Long Hao. Practical Research on College English Precise Teaching Mode under the Background of Educational Big Data [J]. Journal of Fujian Radio and Television University, 2019(4):4.DOI:CNKI:SUN:FJGB.0.2019-04- 010.
- [13] Liang Xiaodong, Dong Xu. Research on the Effectiveness of English Teaching in Colleges and Universities under the Background of Big Data [J]. Campus English, 2018(8): 1.
- [14] Wang Tao. Research on the Application of MOOCs in the Translation Teaching of English Majors in Guizhou Universities Based on the Background of Internet Big Data [J]. Journal of Jiamusi Vocational College, 2019, 194(01):209-210.