

The Reform of Online and Offline Blended Teaching Modes in College English Writing Teaching

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Abstract: With the rapid development of the Internet, the combination of online and offline blended teaching modes has opened up new reform approaches for college English writing teaching. Based on a careful analysis of cognitive development theory and the concept of mixed online and offline teaching, this paper puts forward the necessity of using online and offline blended teaching modes in the reform of college English writing teaching, and presents some constructive reform measures.

In recent years, with the continuous development of information technology, the pace of the development of English education has accelerated, and the integration of the Internet has been used to achieve deep reforms. As an important content of college English teaching, English writing teaching faces challenges. Teachers have to change the traditional model of “teaching” in the classroom, make full use of online and offline blended teaching modes, and promote strengths and avoid weaknesses to achieve the best effect of English writing teaching.

1. Theoretical Analysis of College English Writing Teaching Reform

As online classroom models such as MOOC, micro-lecture and flipping are gradually accepted and used in college classrooms; the reform of college English writing teaching should also be based on the full study of relevant theories to realize mobile networks, audiovisual materials, traditional paper and pen media.

1.1 Cognitive Development Theory

The theory of cognitive development is based on the premise of respecting the laws of students’ physical and mental development and adapting to the development of students’ cognitive stage. It emphasizes that teaching should be student-centered, based on the students’ cultural knowledge base, and give play to students’ subjective initiative. Individual differences, respect the development of students’ differences, and change the accumulation of traditional knowledge. The role of teachers is emphasized in teaching. Teachers mainly use the methods of directing learning methods, organizing learning strategies, providing advanced and effective learning tools, and using dialogues and groups to learn, to strengthen students’ ability to independently explore knowledge. Combined with “University English Classroom Teaching Requirement”, the teacher-oriented and student-centered classroom teaching is finally realized.

1.2 Online and Offline Blended Teaching

Higher education has entered the information age, and the traditional teaching method of “teachers speaking and students listening” has shown its unity and limitations. In the process of continuous exploration of teaching reform, the flexibility and practicality of mixed online and offline teaching modes are more in line with the needs of college English writing classrooms. According to the teaching objects and teaching goals, teachers fully utilize the respective advantages of traditional teaching and information-based teaching, and combine the organic combination of online teaching and offline teaching, the traditional classroom with modern self-study learning, and cooperative teaching principles to bring students’ Motivation, initiative, and

creativity, transforming learning into a new classroom model for communication, display, evaluation, and appreciation among students, and advancing with the times to promote higher teaching goals.

2. The Necessity of Online and Offline Blended Teaching Reform in College English Writing

As an important indicator of college English learning ability and level, writing is a comprehensive reflection of students' thinking ability and ability to use, and is also the weakest part in English teaching. The rich diversity and flexible personalization of online resources has not only inspired young students' learning interests, but also injected fresh vitality into traditional classrooms, thereby greatly improving students' English writing learning efficiency.

First of all, information resources complement the advantages of traditional classrooms, eliminating the need for teachers to teach boring grammar, syntax, and discourse structure. Students have a weak willingness to learn and play mobile phones in class. The online teaching model caters to the psychological needs of students. Teaching resources and a multi-directional interactive writing platform form an interesting and efficient autonomous inquiry learning space. The combination of information-based teaching and traditional classroom teaching. Teachers make overall arrangements for teaching content. Students can complete the preview and discussion topics of related writing courses online under the guidance of teachers. Offline teachers and students discuss the teaching points and difficulties together. You can also present the completion of writing tasks in the form of group discussions and debates, and then conduct online review and consolidation to improve learning efficiency.

Secondly, with the improvement of our country's international political and economic status and further opening up, English as a language tool is an important bargaining chip for students to successfully enter the job market in the future. With the comprehensive literacy of students and the pursuit of higher levels of their own development the requirement is that English should not just stay at the point of knowledge in the book, but should truly serve as a communication tool to help oneself to advance in professional development. Being able to speak and write will be the ultimate goal of English learning. The mixed teaching model insists on the student-oriented principle. The student is the subject and leader of the study, and respects the individual development of the student. The combination of rich online teaching resources and the combining of key offline knowledge improves the absorption rate and practical ability of students' English writing knowledge, promotes the improvement of students' individual abilities, and lays a solid foundation for long-term development.

The third is that the teacher is the organizer of teaching and the guide of the classroom. Most teachers have some understanding of the limitations of traditional classrooms. The limited class time is not enough to instill English majors in "speaking, listening, reading, and writing." It is even more difficult to innovate teaching methods, teaching evaluation, feedback, and summary of English writing alone. Talking about, the use of online teaching mode can fundamentally solve this problem. Teachers change from the leading role of the classroom to the guiding role. In the form of publishing learning tasks, students are given learning methods, self-management, and execution. Guide and supervise, inspire students' autonomous learning ability, gradually cultivate students' autonomous learning ability, use rich online resources to enrich writing materials, broaden their horizons, and improve their comprehensive English literacy.

Fourthly, according to cognitive theory, learning a language is the process of processing and outputting information. Writing is an essential step in language learning, and the level of writing also determines the overall development of language learning skills. English writing is an indispensable skill for college students' future employment and career development. Traditional classrooms are often listening-oriented, while online courses can achieve free communication in space, time, listening, speaking, writing, and expansion of writing materials. The combination of traditional classroom teaching and online courses can make students learn English writing much better, and will have an important impact on their future.

3. The Reform of College English online and offline Blended Writing Teaching from the Perspective of Cognitive Development Theory

The traditional classroom teaching of English has restricted the applied communicative skills of writing and speaking to a certain extent, and the effectiveness of teaching has been greatly reduced, even in a formal way. Adopt the reform measures of online teaching and offline teaching, promote the development and improvement of mixed teaching, and fundamentally solve the current situation of college English writing teaching.

3.1 Innovate Teaching Concepts and Build a New Type of “Cooperative” Learning Relationship between Teachers and Students

Educators and educated persons are two elements of education activities. In traditional classrooms, teachers often take the initiative to “teaching” together with students’ passive “learning”. Students’ initiative and creativity cannot be cultivated and improved. In the online and offline blended English teaching mode, the teacher and the student have a “cooperative” relationship with each other, and the teacher must strongly guide the student to cooperate in learning.

First, students perform online task operations according to the writing learning tasks published by the teacher. Students can obtain knowledge and complete learning tasks through vast network resources. Students enjoy full time and space freedom when conducting online learning, and it will stimulate students’ subjective initiative in learning. Offline classrooms have a higher degree of participation and desire to communicate, which is conducive to improving learning efficiency. The second is that students can learn a lot of materials such as writing micro-lectures published online by teachers, and can re-learn and supplement by consulting a large amount of information, and in-depth exchanges and discussions with teachers offline. To a certain extent, it will also stimulate teachers to re-learn. Through this process, teachers will improve their teaching standards and teaching methods. Third, the improvement of English writing is not an overnight matter. Mixed teaching resources provide students with a wealth of teaching materials and learning resources for others. English writing resources are not limited to books and audio-visual materials provided by teachers. Teachers can also answer questions and doubts in the form of live webcasts or online conversations with students through various communication media platforms established on the Internet. In addition, teachers can also establish WeChat groups, QQ groups and other platforms that facilitate teacher-student communication. Due to the limitation of the class time limit, writing tasks can be released at any time. Students can upload at any time according to their own completion. Teachers can modify and make suggestions at any time to achieve a good one-to-one communication between teachers and students, and improve students' writing enthusiasm.

3.2 Optimize Teaching Evaluation and Build A New Atmosphere for English Writing Teaching

The characteristic of online and offline blended teaching reform is the interactive application of multimedia technology and classroom teaching. The completion of English writing teaching tasks requires teachers to guide students to write in accordance with the steps of understanding, understanding, and data collection, and guide students to correct. The use of network resources, combined with teaching design, teaching content, teaching evaluation and other links to check the online learning of students to build a comprehensive English writing curriculum evaluation system. First, the evaluation system is set up reasonably, and is divided into process evaluation and summary evaluation. The process evaluation mainly focuses on the students’ execution ability, the completion of daily learning tasks, and the completion results. The summative evaluation focuses on the students’ growth and progress in the mixed teaching mode over a semester or a year, and finally completes the schoolwork. The overall situation. The second is that the evaluation process should be objective and fair, and respect the main value of the students. The evaluation method can adopt group competitions, personal writing speeches, mutual evaluation between teachers and students or students and students to achieve the teaching purpose of mutual learning, mutual supervision and common progress. Further promote students' self-improvement and

self-improvement. Third, the evaluation results should also be combined with the students' daily classroom performance, test scores, and participation in classroom activities to make final result evaluations, urge students to standardize their daily behaviors, develop good learning attitudes and conduct, and achieve a good teaching atmosphere.

The blended teaching model has become the development trend of China's teaching reform. The online and offline blended mode of college English writing teaching is an extension and improvement of traditional classroom teaching. Under the premise of fully affirming the subject status of students and the leading role of teachers, college English Writing hybrid teaching still insists on textbook-based teaching, supplemented by diversified classroom teaching, scientifically adjusts the classroom teaching method, and uses the Internet platform to achieve two-way interaction between class and off-class. The mixed mode of online and offline teaching is good Applied to college English writing courses to promote the continuous improvement of English teaching.

Basic Funded projects

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3. Reform of Non-standard Answer Exams in the Course of "English Writing" (Project Number: 2018 Reform of Non-standard Answer Exams in Huaihua University 2018150)

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