New "Offline + Online" Teaching Mode of College Forestry English Based on Cloud Computing

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Abstract:

The development of industry has brought a new mode of "offline + online" data fusion in forestry science . At present, the blended teaching of College forestry English is still in the traditional teacher centered teaching material resources + classroom teaching mode. However, under the background of "Internet plus", the blended teaching mode should rely on the high-quality forestry network teaching platform as the cornerstone of innovation and development. Based on the MOOC platform, this paper analyzes the current situation of College English "online and offline" blended teaching mode in China, and constructs a new "online and offline" blended teaching mode suitable for College English classroom. At the same time, this paper expounds the internal and external guarantee conditions of the hybrid teaching mode, in order to provide new ideas for the "online and offline" hybrid teaching mode of College English.

Keywords: *College* forestry *English, online and offline blended teaching, education innovation, industry, development model.*

I. INTRODUCTION

Teaching resources, teaching environment and teaching methods are the basic premise of the development of teaching mode [1]. The "Online + offline" two-way interactive College English teaching mode also needs these basic elements of teaching "Online + offline" two-way interactive teaching mode emphasizes the effective combination of the two, so the development of this teaching mode not only relies on traditional teaching elements, but also needs the support of relevant network resources.

Under the background that the government and the public pay more and more attention to education, College English teaching should take the initiative to contact and master the

application of information technology, and improve the single teaching mode based on Teachers' teaching [2-3]. So that English teaching and learning can, to a certain extent, not be limited by time and space, and tend to be personalized and independent. Therefore, it is imperative to explore the high-quality content in line with the needs of English Teaching in the network resources and construct the two-way interactive teaching mode of College English innovation and reform.

II. CHARACTERISTICS OF "ONLINE + OFFLINE" INTERACTIVE COLLEGE ENGLISH TEACHING MODE

The basic "Online + offline" Interactive College English teaching mode is shown in Figure 1.

(1) Scientificity

Under the influence of the traditional education system, most of the teaching work in China is carried out in the form of oral instruction and writing on the blackboard. In the classroom, teachers have absolute authority and dominant position. As passive knowledge receivers, students inevitably lack interest in learning in cramming education, and because English belongs to foreign language learning, If students are tired of learning or lack confidence, it will directly affect the stability of English foundation and the level of English application. In the new era, the integration of education and information technology is mainly based on the original classroom teaching work. Teachers make courseware and upload it to the network platform by searching and sorting the network resources and combining their own understanding and mastery of information technology, so as to facilitate students to watch and learn, Therefore, the development of teaching depends on the functional advantages brought by electronic information technology, and scientificity is the core attribute of the current college English teaching mode [4-6].
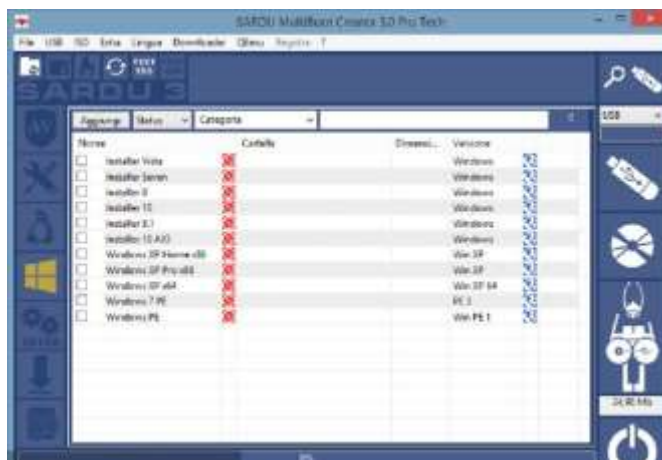
Fig 1: The basic "Online + offline" Interactive College English teaching mode

Online and offline two-way interactive teaching mode, online and offline in an equal position, so teachers pay attention to the production of network courseware, but also take into account the utilization of classroom time, and students after learning the network courseware, classroom time can be more used to answer questions and solve doubts, or key content, and then help to improve the efficiency of teaching. In view of the scientific attribute of online and offline two-way interactive teaching mode, in the promotion, it needs the majority of teaching staff to fully understand and master the operation mode of network technology and equipment, and change their own teaching ideas and teaching methods to improve the scientificity of the teaching system.

(2) Flexibility

The traditional teaching work is mainly carried out in the classroom, and only classroom time can be used for teaching, so it is easy to cause problems such as students' single learning channel, teachers' rigid classroom atmosphere due to the heavy pressure of teaching tasks, and so on, It will help to provide students with more diversified learning methods, effectively save classroom time and enhance the quality of teaching. Because online teaching mainly relies on computer technology and network technology, teachers' courseware making, and students' access and viewing of courseware all need to operate electronic devices. With the continuous strengthening of modern science and technology research and development, not only the types of electronic devices that can be used for learning gradually increase, but also the volume of the devices is decreasing, It is more convenient for students to carry and watch, so students can learn the basic knowledge of College English through the use of daily spare time, and then effectively improve the utilization rate of fragmented time [7].

In addition to flexible learning, modern network resources are more complex and rich, which provides good data support for teachers to make courseware. Therefore, teachers can obtain information from various websites at home and abroad, and after screening and refining, they can form perfect and scientific teaching courseware. In addition, with the development of modern electronic software, the development of modern electronic software continues to expand, The courseware made by teachers can be in the form of pictures and words to provide students with intuitive display, and can present video and audio to bring students audio-visual enjoyment, so as to stimulate students' interest in learning. During the development of offline teaching, teachers can also actively guide and organize students to study in a group way. Through different students' understanding of the learning content and thought collision, it brings the possibility of diversification of English learning and writing methods, so as to improve students' overall performance and English application ability at the same time, Promote the formation of cohesion and centripetal force within the class.

(3) Interactivity

In the development of traditional teaching work, due to the relatively tight time in the classroom, in order to avoid students' distraction, teachers have a strong control over students. Although it helps to improve the classroom order, it restricts the progress of the relationship between teachers and students and the communication between students, resulting in some students in doubt, Because of fear and other psychological factors and can not get help from teachers in time, not only affect the effect of classroom learning, in the long run, is bound to cause poor communication between teachers and students, affect students' mental health. In the online and offline two-way interactive teaching mode, not only the classroom time is more abundant and flexible, but also there are space differences between students and teachers during the learning of online courseware, so the existing questions can also be asked more directly. After answering, teachers can observe and understand different students' questions and learning status, It is helpful to adjust their own teaching progress, and in the modern era where the speed of information dissemination is constantly improving, teachers can not only carry out the teaching work through the production of network courseware, but also carry out on-site teaching in the form of live broadcast, You can ask questions in real time directly through the operation of electronic equipment. After the online learning process, offline classroom time is originally used for answering questions and solving doubts, so it helps to relieve students' pressure and guide students to actively seek help. Through teachers' guidance or students' answers, students immediately supplement knowledge points and strengthen memory [8].

III. APPLICATION STRATEGIES OF "ONLINE + OFFLINE" INTERACTIVE COLLEGE ENGLISH TEACHING MODE

(1) Improving the quality of online teaching

In the "Online + offline" two-way interactive teaching mode, online teaching mainly aims at consolidating students' theoretical foundation and helping students understand and experience English, so its teaching quality directly affects students' learning interest and efficiency. In view of this, teachers need to fully recognize the importance of online teaching and improve the effectiveness and reliability of online teaching. First of all, teachers should pay attention to the control of network resources in the production of courseware. Although the knowledge content contained in the current network virtual world is rich, which brings great inspiration to students, due to the openness and sharing of network technology, there is still some bad information, which needs teachers to check to avoid the impact on students' academic and psychological. Secondly, in the new era, teachers should take the initiative to improve their work level, strengthen their teaching ability through independent learning and training, and master the application methods of electronic information technology, so as to improve the efficiency of courseware making and give full play to the advantages of software platform. In order to ensure that students can gain something during online learning, teachers should also assign learning tasks and learning objectives to students. In the daily teaching work, through the assignment of homework, students can timely carry out application operation after learning, so as to realize the teaching mode of integration of theory and practice, It can also reflect the students' exam stiffness in the courseware, so that students can review and summarize.

(2) Expand offline teaching methods

Offline teaching mainly focuses on face-to-face teaching. After students' online systematic learning, the original classroom time can be used to communicate with teachers and students, explore in groups, answer questions and carry out practical activities, so as to enrich students' learning life, broaden their horizons, and integrate the development of moral education while completing teaching tasks, To cultivate students' comprehensive quality. In the process of offline classroom teaching, teachers should use classroom time flexibly in the following ways:

1) Team work. By matching students' personality characteristics and learning progress, teachers can organize students to form a learning group on the premise of fairness and justice, so as to realize mutual learning, mutual help, mutual complement, mutual competition and mutual growth among members of the group. Specifically, group discussion can be triggered during the learning of key contents, In order to improve the overall thinking ability and learning effect of group members, or through the creation of English situation, assign group members to role play, deduce English stories in the classroom, enhance the interest of education, at the same

time, more tacit understanding among group members, which is helpful to unify the progress of class collective learning.

2) Practice activities. The practical activities include both internal and external aspects of the school. The practical activities carried out in the classroom can be mainly in the form of competition. By organizing students to make English speeches and debates, students' oral English ability and thinking ability can be improved. Under the pressure of competition, students' potential can be fully developed, The ranking of students can also improve their sense of honor and learning confidence. For the practical activities carried out outside the school, teachers should ensure the safety of students, organize students to observe and discover in the society, record or communicate in English, or observe and learn in the cooperative enterprise, so as to improve the cognition of English practicability, which will help to enhance students' learning motivation.

3) Improve the teaching evaluation model. In the traditional teaching work, performance is the main indicator to measure students' ability, so teaching evaluation has certain limitations and one sidedness. In the "Online + offline" two-way interactive teaching mode, the teaching quality of College English course can be improved. This is not only a useful supplement to traditional teaching, but also a reform of online teaching.

IV. THE CONSTRUCTION OF "ONLINE + OFFLINE" INTERACTIVE COLLEGE ENGLISH TEACHING MODE UNDER THE BACKGROUND OF NETWORK RESOURCES

A perfect "Online + offline" two-way interactive College English teaching mode should include the following parts, as shown in Figure 2. Around this model, we should clarify and optimize the implementation principles and implementation path.
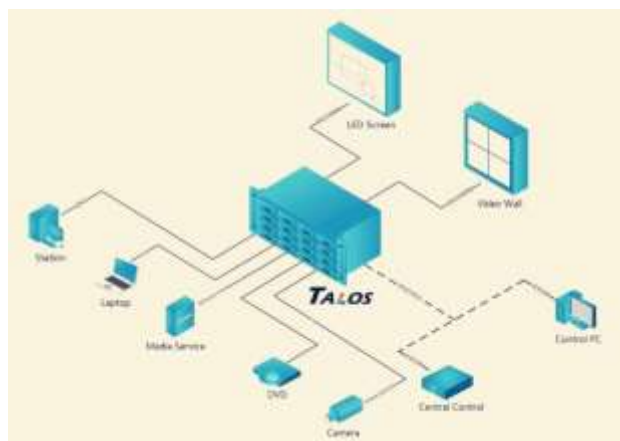
Fig 2: The perfect "Online + offline" two-way interactive College English teaching mode

(1) The principle of double subjectivity

In recent years, online teaching such as micro class and online course pays too much attention to the dominant position of students, while traditional offline teaching overemphasizes the leading role of teachers, so the teaching effect of both is not ideal. The "Online + offline" two-way interactive teaching mode of College English takes the co construction of teachers and students as the starting point, effectively integrates the subjective initiative of online students in the learning process and the leading role of offline teachers in teaching activities, and realizes common growth through the interaction of the two. Through the whole process of teachers' leading position and the affirmation of students' dominant position, English teaching efficiency and students' learning enthusiasm have been significantly improved.

(2) Principle of pertinence

When carrying out the new teaching mode of "Online + offline", we must abide by the principle of pertinence, which is embodied in the following three aspects: first, carry out the curriculum according to the actual situation of our school. Combined with the school's network environment and students' characteristics, the "Online + offline" teaching course with school-based characteristics is set up. Second, it has the pertinence of the times. With the continuous development of the times, network resources are constantly updated and enriched. Therefore, when using network resources for teaching design, we should keep pace with the times, highlight the theme of the times, and stimulate students' interest in English learning. Third, set up personalized hierarchical teaching. Due to the differences of educational background, growth environment and cognitive level, different students have individual differences. When adopting the new teaching mode, we should pay attention to these individual differences, and make use

of the intuitive and divergent advantages of network resources, so that learners at different levels can make certain progress.

(3) Principle of sustainable development

The construction of College English "Online + offline" two-way interactive teaching mode aims at promoting students' all-round and sustainable development. Therefore, when adopting this mode of teaching, we should pay attention to students' active exploration. We should not only improve students' professional knowledge and skills, but also strengthen the cultivation of students' information literacy, so as to help students form scientific and reasonable learning habits and methods. At the same time of broadening students' vision, we should cultivate students' innovative ability and practical ability, so as to realize the complete transformation from exam oriented education to quality education.

The implementation path of College English "Online + offline" two-way interactive teaching mode is as follows:

(1) Change the teaching idea and construct the "Online + offline" teaching community

How to realize the interaction and independent exploration of College English "Online + offline" teaching is the key to build a teaching community. In the process of building the community, teachers, as the instructors and supervisors of teaching activities, need to have the teaching concept of keeping pace with the times and high professional quality. As organizers and guides of network resource education, teachers need to have higher information literacy. As designers of teaching activities, teachers also need to have higher professional knowledge. Only in this way can we provide students with rich and diverse teaching resources before class, improve and innovate the teaching mode flexibly in class, and promote students' absorption of English knowledge after class. Students' subjective initiative and interest in "Online + offline" two-way interactive teaching is directly related to the teaching effect. Therefore, in the context of network resources, under the premise of strict quality control, we should set up more free learning content and time for students. And according to the students' ability and needs, make scientific and targeted teaching plan, in order to enhance students' awareness of autonomous learning, stimulate interest in English learning.

The administrator table stores information about all administrators. The administrator logs in with mailbox and password, and the administrator has different roles and different permissions. Its structure is shown in Table 1.

TABLE I. Administrator table

CLASS NAME: ADMIN			
FIELD	**TYPE**	**LENGTH**	**REMARKS**
email	email	60	Administrator mailbox
Nickname	string	20	Nickname
Real name	string	20	Real name
Password	string	20	Password
Role	string	20	Role
Active	string	20	Activation state

The advertisement table stores all the advertisement information displayed on the page. Advertising status is divided into published and unpublished. Its structure is shown in Table 2.

TABLE II. Advertisement list

CLASS NAME: ADVERTISEMENT			
FIELD	**TYPE**	**LENGTH**	**REMARKS**
name	string	20	Advertisement name
date	datetime	20	Date of issue
describe	string	200	Advertisement description
active	string	20	Release status

(2) Create digital teaching environment and promote resource sharing

Under the background of network resources, an open and intelligent campus network platform is an important support for the effective interaction of College English "Online +

offline". Therefore, we should increase the creation of digital teaching environment. Such as multimedia classroom, micro classroom, electronic whiteboard, cloud desktop and other teaching environment reform and innovation, is an important guarantee for the implementation of the new teaching mode. While enriching the teaching environment, we should also strengthen the introduction of teaching resources. Such as the construction of teaching software, the introduction of quality classroom, in order to enrich the existing teaching resources. And through the establishment of an open online communication platform for teachers' teaching and research and the construction of professional knowledge base, we can build teaching sharing resources, and then escort the implementation of the "Online + offline" two-way interactive teaching mode of College English.

(3) Establishing a unified multi evaluation system of "Online + offline" two-way interactive teaching evaluation

We should not only evaluate the teaching results, but also evaluate the teaching program and teaching process. Therefore, the content and subject of evaluation should be more diversified, and the means and methods of evaluation should be more flexible. This requires that the evaluation system should be comprehensive and dynamic, covering not only the evaluation of learning effect, but also the evaluation of learning willingness and interest. At the same time, the evaluation should run through the whole process of preview, in class evaluation and online review after class.

V. CONCLUSION

The application of "Online + offline" two-way interactive teaching mode has had a profound impact on the development of education, so it has been a hot topic in recent years. The practice of College English "Online + offline" two-way interactive teaching mode has also proved that this mode has played a positive role in promoting the resource integration ability and cooperative communication ability of teachers and learners.

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