Innovative Ideas of College English Vocabulary Teaching in the "Internet +" Era

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Abstract: This paper expounds "Internet +" and its advantages in college English vocabulary teaching, and analyzes the current situation of college English vocabulary teaching. Take into account this, the author puts forward the idea of making good preparations before class, integrating teaching resources and innovating teaching ideas through MOOC. In addition, flipped classroom and micro-course teaching are used to create good scenarios, introduce Internet teaching, establish network platform and construct effective measures of homework evaluation mode. All these are aimed at gradually improving the teaching quality and promoting the comprehensive development of students in the actual English vocabulary teaching of college English teachers in combination with the benefits of the Internet era.

1. Introduction

Different from other subjects, English teaching requires highly practical, and college students need to improve their language competence in practice. In the process of learning English, the combination of old and new knowledge can be transformed from a theoretical level into a practical level. In order to improve the effect of English vocabulary teaching fundamentally, teachers should take students as the basic orientation, innovate the teaching mechanism and realize the English teaching goal. However, with the increase of vocabulary, rote memorization cannot achieve the purpose of vocabulary learning, and it will also influence students' learning effect. With the advent of the "Internet +" era, the introduction of vivid audio frequency and video in college English vocabulary teaching can change the boring teaching mode, continuously increase students' vocabulary and effectively enhance the quality of English teaching.

2. "Internet +" and its advantages in college English vocabulary teaching

2.1 Basic meanings of "Internet +"

In real life, Internet + can be seen everywhere. Taobao shopping platform is formed through the combination of traditional market and Internet, while Alipay is formed through the combination of traditional bank and Internet. Based on this, the advantages of the Internet can be superimposed with traditional things, so that the integration of technology and ideas can also play an important role in English vocabulary teaching.

2.2 Break the limitation of traditional teaching

The Internet has the characteristics of openness and resource sharing. Teachers can break the limitation of time and space to a certain extent by using advanced Internet technology, provide abundant teaching resources, and gradually create a new teaching mode. Under the background of "Internet +", students can obtain the most sufficient teaching content from the network, constantly realize the update of knowledge content, reduce the teaching pressure of teachers, gradually expand students' English vocabulary, and significantly improve the teaching effect.

2.3 Keep pace with the development of the time

With the advent of the "Internet +" era, English vocabulary teaching in colleges and universities has been provided with certain opportunities. In the process of English vocabulary teaching, it should be flexible and open. Only by keeping pace with the development of the time and innovating the teaching mode, can the teaching process be more in line with the basic characteristics and practical needs of students, lay a solid foundation for the reform of the education system, and effectively improve the application level of students.

3. The current situation of English vocabulary teaching in colleges and universities

3.1 Simplified vocabulary teachings

In the teaching of English vocabulary in colleges and universities, there is a problem of a single teaching method. In the actual teaching process, the teacher does not take the student as the absolute main body, the teacher only uses the instillation type teaching way, the student belongs to the passive study. When students listen carefully, they may not be able to record all the theoretical knowledge, which may lead to incomplete notes. When students focus on taking notes, they cannot think about the knowledge points told by teachers [1]. In the long run, students will not only have no English knowledge, but also lose the interest of English vocabulary learning, which does not contribute to the follow-up teaching activities.

3.2 The poor students' divergent thinking

In the process of English vocabulary teaching, it is not only relying on rote learning, but also have a full understanding of English knowledge. In the teaching process of college English vocabulary, teachers will accurately introduce the way of word formation and the meaning of English words to students, but they know little about whether students really master the use of words. Therefore, teachers should train students' thinking of word memorization, combine word recitation with understanding, stimulate students' divergent thinking to a certain extent, and gradually improve the quality of English vocabulary teaching.

3.3 The lack of interests in vocabulary learning

First of all, in the process of learning college English vocabulary, students may be influenced by the teaching model and lose their interest in English learning. Secondly, students who want to give up halfway due to the difficulty of learning English and they will lose confidence in English learning. Students generally believe that there is no difference between learning and not learning. The classroom teaching of English vocabulary is dull and the teaching content is dull, which cannot attract students' interest in learning and has a direct impact on students' all-round progress.

4. Innovative approaches to college English vocabulary teaching in the "Internet +" era

4.1 Make good preparation before class and use MOOC to integrate teaching resources

Under the background of the Internet + era, colleges and universities should make rational use of the advantages of the Internet in practical application teaching, and make use of the important resources of the Internet to carry out diversified English vocabulary teaching. Teachers should make adequate preparations before class, pay attention to the integration of MOOC resources and English vocabulary teaching, and clarify the needs of students in different aspects. Therefore, in the actual vocabulary teaching process, we must start from the following aspects: ① teachers should integrate the difficulties and key points of vocabulary teaching in pre-class preparation and MOOC production, set relevant English questions in advance, and upload the difficulties of the course, so that students can have a basic understanding of the teaching content of English vocabulary in their spare time [2]. ② In addition, the use of online system for pre-class preview, to be able to identify which part of the

problem they cannot understand, and the use of the corresponding feedback platform, timely feedback to the teacher. It enables teachers to set up reasonable teaching activities in the classroom, gradually standardize the vocabulary teaching process, and integrate classroom teaching with pre-class teaching, which cannot only strengthen the interaction with students, but also realize networked vocabulary teaching.

4.2 Innovate the teaching concept and make use of flipped classroom and micro-course teaching

In the context of "Internet +", the process of college English vocabulary teaching is not just a traditional classroom where teachers speak and students listen. Students should not only regard teaching work as the fundamental task of teachers, but should actively participate in the teaching process under the guidance of teachers. The forms of micro class and flipped class can be reasonably utilized. Among them, micro class is mainly about teachers making English knowledge points and vocabulary into the form of short video and using teaching equipment to share English resources. The teaching method of micro class can integrate vocabulary into it and change the traditional mode of rote memorization, which is vivid and easy to understand. For example, in the process of educating the word "ordinary", a teacher can make a five-minute video using multimedia software and upload it to the WeChat public platform. Students can download and watch, which cannot only stimulate students' interest in learning to a certain extent, but also deepen their understanding of vocabulary. By using the teaching method of flipped classroom, students can become the subject of teaching links and knowledge points [3]. In the process of the explanation of Word Formation, this chapter is characterized by complex content, which makes it difficult for students to understand it. Therefore, in the form of flipped classroom, teachers assign relevant learning objectives for students and search relevant video and PPT on the Internet to enable students to timely find problems and make records in independent vocabulary learning. Careful consideration of the problems in class will not be limited by time and space, so as to ensure the quality of English vocabulary teaching.

4.3 Create a good situation and bring the Internet teaching

In the teaching of college English, it is necessary to ensure that students can master the skills of listening, speaking, reading, writing and other aspects. However, the traditional vocabulary teaching teacher mostly uses the blackboard writing teaching way, starts from the reading and writing two aspects. That just says, students only listen to the teacher's explanation of vocabulary in class, and read and recite the words through the teacher's key points, leading to the failure of English vocabulary learning to attract students' attention [4]. First of all, teachers can play movie clips in class and ask students to analyze vocabulary and practical application situations to attract their attention. Secondly, the introduction of Internet technology into college English vocabulary teaching can gradually realize the combination of online and offline teaching methods. Teachers can push the website of vocabulary learning in class to students, and students can use mobile phones and Tablet computers to watch and review the teaching content in their spare time. Thirdly, the auxiliary vocabulary teaching mode can attract students' attention. Teachers can use puzzles and make the words they need to remember into tongue twisters. In the actual teaching process, teachers should carry out reasonable teaching design and create a life-like learning environment for students, not only the recitation of words. The teacher can play on the words that need to be learned on the big screen and ask two students to work together, one to describe and the other to guess. At the right time, the teacher can make use of game to activate the atmosphere of the class. It can help students get familiar with the context of English and grasp the actual meaning of words. Using this method not only enhances students' interest in English, but also strengthens the communication between students and teachers, shortens the relationship between teachers and students, and gradually realizes the teaching objectives [5].

4.4 Establish the network platform and construct the operational evaluation mode

In the process of college English vocabulary teaching, the most important thing is to transform theoretical knowledge into classroom learning and after-class consolidation. Therefore, in order to

improve the quality of English vocabulary teaching, teachers can also use advanced Internet technology to arrange and check homework. Firstly, teachers can set up QQ group and WeChat group in the class to communicate with students in the network. Teachers can collect homework in the platform and find the weak links between students in the process of correcting homework. In the process of homework assignment, relevant types of exercises can be arranged to make students to repeatedly contact. Using the public platform of the Internet cannot only ensure the timely submission of students' homework, but also stimulate the benign competition among students by establishing the corresponding evaluation mechanism. For students with excellent test scores, teachers should give certain spiritual and material incentives, so as to maximize students' subjective initiative [6]. In the established WeChat group, teachers must select the knowledge that students are interested in to discuss, and publish the periodic word test questions in the WeChat group. Students can also put forward their opinions on English vocabulary teaching on the WeChat platform. On the basis of the innovation of college English vocabulary teaching mode, the English achievement of students is promoted constantly.

5. Summary

To sum up, under the background of "Internet +", college English vocabulary teaching model has been unable to keep pace with the development needs of the time. The use of advanced information technology, students can open up a broader space for development. Therefore, college English teachers should not only improve their professional quality in the daily teaching process, but also use diversified teaching methods and Internet resources to construct efficient and vivid English classes, which can improve students' English vocabulary and gradually improve their English level. In addition, through the way of carrying out teaching activities, let all students participate in vocabulary teaching, on the basis of consolidating students' English vocabulary, promote students' all-round progress.

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