

Application of Information Technology in Basic German Teaching Reform

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Abstract: with the development of the times, information technology has penetrated foreign language teaching. In basic German teaching, the integration of information technology has opened up a new teaching model, which also makes teaching reform inevitable. Starting from the analysis of the current situation of basic German teaching, this paper discusses the manifestation of the combination of information technology and German teaching reform.

1. Introduction

In recent years, German, as one of the nonuniversal languages, has been paid more and more attention in China. According to the statistics of the International Department of the Ministry of education in October 2019, at present, 25 universities in China have set up three-year German specialty, and 112 universities have set up four-year German specialty. With the rapid development of information technology, the state also vigorously promotes education informatization 2.0. In the field of basic German teaching, the teaching reform aiming at the integration of information technology and classroom teaching is also ongoing in recent years.

2. Current Situation of Basic German Teaching

In the era of "Internet plus education", the integration of information technology and German teaching is a trend. However, the current situation of basic German teaching in China's colleges and universities still has problems of mismatch between teaching development and information development. Mainly reflected in the following aspects.

2.1. The Update of Teaching Resources is Lagging Behind

At present, basic German teaching for German majors in Chinese universities is still mainly carried out based on textbooks. The most widely used textbook for the basic stage is "Contemporary University German", which was put into use in 2004. This textbook is the national higher education

"Tenth Five-Year Plan" textbook. It is written in accordance with the teaching principles and teaching requirements put forward in the "Syllabus for the Basic Stage of German Majors in Higher Education Institutions" (1992) and "Syllabus of German Undergraduates for German Majors in Higher Education Institutions" (2006). With the goal of cultivating students' communicative skills, it integrates the teaching of language knowledge such as phonetics, grammar, and vocabulary with the training of the basic abilities of listening, speaking, reading, and writing. This helps students develop their own cross-cultural communication skills while mastering knowledge and skills[1]. In April 2020, the Ministry of Education issued the "German Teaching Guide for General Colleges and Universities", in order to adapt to the new situation of the development of information technology, the goal of talent training has been greatly changed. Among them, the goal of cultivating interdisciplinary German talents in accordance with the concept of "new liberal arts" is especially put forward[2]. Therefore, from the perspective of the textbook structure system, the behavior of still using this textbook as the main teaching resource has been unable to meet the requirements of the new era for talent training. In addition, some of the content in the textbook is indeed out of date. Such as: "Kassetten" (cassette tape) and "Kassettenrecorder" (tape recorder) that appear many times in the text. The post-90s students can still understand them well, and the post-00s students have not actually touched such objects. They can only get a general impression through online information.

2.2. The Teaching Philosophy does not Meet the Requirements of the New Era

Although the field of foreign language teaching has been calling for an update of teaching concepts for many years, according to surveys, German teachers in Chinese universities still mainly use traditional teaching methods in the basic German teaching stage[3]. It focuses on teaching basic language knowledge and training students' basic language skills. Classroom activities are mostly led by teachers, and students are highly dependent on teachers and teaching materials. It can be seen that the teaching concept of "teacher-led teaching, students participating in teaching" still runs through the basic German teaching stage. Under the guidance of this outdated teaching concept, the teaching process will become rigid. This will cause students to get tired of studying soon after they have passed the interest period of the introductory German stage. When they encounter new problems in learning, they will not actively seek solutions to the problems, but wait for the teacher to explain. In class, students are also prone to inattention. In the end, this situation will not only greatly reduce the teaching effect, but also detrimental to the cultivation of students' autonomous learning ability. In the era of information technology, teachers are no longer the owners of the largest amount of knowledge in the field. Students' over-reliance on teachers will directly lead to the problem of too narrow knowledge. This is not conducive to the overall development of students, and it cannot meet the country's requirements for German talents in the new era.

2.3. Single Teaching Mode

Undergraduate German teaching is divided into basic teaching stage and advanced teaching stage. Different from the academic conditions of the advanced teaching stage, in the basic teaching stage, students basically learn the language German from scratch. They also lack knowledge of the national conditions, culture, politics, and economy related to German. Therefore, in the basic German teaching stage, offline teaching is mostly adopted. In the course of teaching, teaching materials are the mainstay, combined with ppt to supplement some relevant knowledge. Although the information age provides many Internet resources for German learning, there is no language

foundation, and the development and utilization of Internet resources are very limited.

3. The Fusion of Information Technology in Basic German Teaching

In the era of "Internet + Education", the integration of information technology and classroom teaching is especially inevitable. It has become a major trend to apply information technology to basic German teaching and try to reform teaching. Domestic colleges and universities that have opened German majors have also launched some attempts in this regard.

3.1. MOOC

Massive online open course (Massive online open course) refers to a large-scale online open course carried out with the help of the MOOC platform. Compared with traditional offline courses, it has the characteristics of openness, interaction and convenience. Its openness is reflected in the courses of excellent teachers can be open to all students. Interactivity is reflected in the fact that teachers and students can ask questions about the course content in the MOOC discussion area. Convenience is reflected in the advantages of teaching and learning courses without being restricted by time and space. There are currently four MOOCs related to basic German teaching in China. For example: "Basic German", "University German 1", "Introduction to German: Basic Phonetics and Conversation", "German Grammar: Intensive Explanation and Refinement" on the MOOC platform of Chinese universities. Among them, only the last two courses are offered by German teachers for German students. It can be seen that in the development of MOOC, basic German teaching still has a lot of room for improvement.

3.2. Micro Class

In contrast to the large-scale openness of MOOCs, micro-classes have been the most popular form of teaching for German teachers in the basic German teaching stage in recent years. This combination of information technology and German teaching is the deepening development of the primary integration method of "computer + ppt". Its video presentation is more vivid than ppt presentation, and it can mobilize students' visual and auditory senses at the same time. It is more pertinent. The video production is student-centered, and some key points, difficulties and expanded knowledge of the basic German stage are displayed in a small video of about 3/5 minutes. The micro-video recording method is flexible, and it can be recorded with mobile phones, video recorders, computer recording software, etc. During the period when online live teaching is only affected by the new crown epidemic, as a supplement to online live teaching, micro-classes, a way of integrating information technology with basic German teaching, especially exerts its advantages.

3.3. Flipped Classroom

As a new teaching mode in the era of information technology, flipped classroom adopts a teaching mode of "students as the main body and teachers as the leading" to realize the flip of the order of knowledge transfer and internalization of knowledge[4]. It is a subversion of traditional teaching to a certain extent, and it is a "micro-innovation" on the basis of criticism and inheritance[5]. In basic German teaching, the development of flipped classroom is based on German micro-classes. Before class, students study the course materials online by watching micro-videos, sort out the knowledge points, and integrate problems. In the offline class, students discuss the

sorted out questions in groups. Teachers actively guide from the side, and finally find a solution to the problem.

3.4. Blended Teaching

The so-called hybrid teaching is a teaching form that integrates online teaching and traditional offline teaching relying on modern network technology. It is different from the way of learning in the front line and discussing offline in a flipped classroom. Hybrid teaching combines online and offline teaching methods in the whole teaching stage. It mainly realizes the combination of learning theory, learning resources, learning environment, and learning style [6]. In basic German teaching, teachers can carry out mixed teaching with the help of "blue ink cloud class app" or "rain classroom wisdom teaching tool", and integrate information technology into all links of pre-class preparation [7], classroom application, after class consolidation, assessment, and evaluation. Finally, it can consolidate the foundation of German language ability and learning ability, and make German learning to the advanced stage [8].

4. Conclusion

With the integration of information technology and basic German teaching, various new teaching forms are emerging in the teaching reform. The application and development of MOOC, micro class, flipped classroom, and blended teaching in basic German teaching reflect the continuous exploration of German teachers for basic German teaching in the information age. In the teaching reform, it is a more reasonable strategy to integrate information technology with basic German teaching by reconstructing the role of teachers and students under the guidance of "action-oriented" teaching concept and making students become the main body of learning, to achieve the goal of cultivating German compound talents who meet the national requirements in the era of information technology.

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