Role Orientation of Online English Teaching Teachers for Postgraduates in the Context of Epidemic

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Abstract: Affected by the COVID-19 pandemic, universities across the country have responded to the Ministry of Education's call to "suspend classes and teach without suspension" by actively carrying out online teaching. As the basic course of graduate education, the public English course for graduate students is no exception. The teaching practice has proved that the role orientation of teachers in online teaching mode has changed greatly compared with the traditional offline teaching mode. Teachers should follow the trend and play the roles of "integrator of teaching resources", "manager of teaching activities", "supervisor of online learning" and "evaluator of independent learning". They should adhere to the principle of taking students as the main body, cultivate students' independent learning ability and improve their teaching and education level.

In early 2020, a sudden OUTBREAK of COVID-19 ravaged the country, with a dramatic impact on every aspect of people's lives. As a result, universities have had to postpone the opening of classes. In response to the Ministry of Education's call of "ceaseless teaching, ceaseless learning", colleges and universities have begun to explore online teaching modes. In fact, the discussion of teaching mode has been carried out in universities for several years. "Flipped classroom", "MOOCs" and "micro class", as the main modes of online teaching, have long entered the vision of university teachers and been tried in their daily teaching work. However, in teaching practice, the vast majority of teachers are still used to the traditional offline teaching mode, and have not done a good job in the course construction of online teaching, and have not made good use of all kinds of online teaching resources as auxiliary and support of offline teaching. The epidemic is both a challenge and an opportunity for the education industry. Students are unable to return to school, forcing the faculty to change their traditional teaching model and open online courses. As one of the basic courses of graduate education, the public English course for non-English majors is no exception.

1. The role of public English teachers in the traditional teaching model

In the traditional offline teaching mode, the teaching method of public English courses for postgraduates is the same as that of similar courses for undergraduates. Teachers are still the main body of teaching activities, the designer of teaching links and the leader of classroom teaching. Teachers mainly teach knowledge by lecturing, and the teaching links are generally designed as "introduction of text background -- explanation of key words and grammar -- translation of key

phrases -- after-class exercises". In fact, this teaching mode does not take into account the learning characteristics of graduate students. Students still only need to sit in the classroom and participate passively, without much choice on the content and method of learning. That has made students lazy thinking in class, some students even the public English class as a "rest" relaxation class ", "even if the classroom interaction and communication link, the students' participation is extremely low, lead to teachers can only reduce the link, the knowledge of one-way infusion, over time cause a vicious cycle, Finally, students' attitude towards the public English courses becomes "perfunctory in class and forgotten after class".

2. The role orientation of teachers in online teaching mode

2.1 Integrators of teaching resources

No matter what kind of teaching mode, teachers often extensively collect texts, pictures, videos and other materials related to the teaching content in the stage of lesson preparation. However, in offline teaching, teachers are often unable to present the teaching materials they collect to students due to the limitations of course length and teaching AIDS and equipment. Compared with undergraduate students, postgraduate students are more mature, have stronger logical thinking ability and learning and research ability, but also pay more attention to freedom and choice. They prefer selective self-directed learning to spoon-feeding. Aimed at this situation, the teacher in building an online course, it can be of valuable teaching materials collected together published in the online platform, students joined after class can see learning by oneself, also can set different take the student as the main body of the teaching content, the provided to the students before or after class, as bedding or supplement of the classroom. The role of "person" can not only help students to save their own time to collect relevant information, but also help students to complete the selection of resources, eliminate useless information or other information that is not conducive to learning and development.

2.2 Managers of online teaching activities

The role positioning of teachers as "managers" of teaching activities also exists in offline teaching mode. However, in the offline teaching process, the work content of teachers as "managers" mainly focuses on the class process, including the management of attendance and class order, which is relatively simple. In online teaching, the identity of "manager" runs through the teaching activities. In the traditional offline teaching mode, teachers and students can only attend classes at a fixed time and place, and the learning environment is arranged by the school and created jointly by teachers and students. In online teaching mode, students become the master of learning and can choose the space or even the time of learning in class. In the graduate stage, students have strong self-control ability, but the consciousness of independent learning has not been completely established. If teachers lack classroom management, students' attendance rate and learning effect will be greatly reduced. Therefore, online teaching requires teachers to take on the task of "student manager", strengthen teaching management of learning process, and ensure students' participation in online classroom by using the functions of check-in, discussion and questioning of online platform. In addition, teachers should do a good job in the management of online teaching platforms and teaching resources. The management of online platform is complicated and often brings great challenges to teachers. Via "study" platform.

2.3 Supervisors of students' online learning

Even at the graduate level, students are still prone to inertia in the learning process, and online teaching cannot be in the same classroom with students face to face, so teachers' strict supervision is more necessary. In addition, as non-English major graduate students, there are always many professional basic courses or other courses to learn. Without the supervision of teachers, the time and energy left for English learning is very limited. Although they cannot directly face students, teachers can master the actual situation of students' learning in the first time and supervise students' learning through the summary and statistics function of learning data on the online platform. For example, the learning platform can accurately record students' lecture duration, rumination ratio and other data, truly reflecting students' online learning and acceptance of the teaching content. Teachers can also check students' mastery of learning content according to these data and supervise whether students finish learning and practicing tasks in each lesson on time. When it is found that students fail to complete the course learning and exercises on time, teachers can timely use online platforms or other interactive software.

2.4 Evaluators of students' independent learning

In the traditional offline teaching mode, teachers can evaluate students' learning according to their class performance, attendance, questions and answers, etc. In online learning, due to the diversity of learning methods and contents, teachers' evaluation and evaluation system should also be diversified. Therefore, teachers need to spend more time and energy on recording students' learning process and formulating evaluation standards. Teachers can understand the overall learning situation of students through the data of the online platform. They can also assign online homework and evaluate the learning effect of students according to the completion of homework. In addition, compared with undergraduates, the biggest characteristic of postgraduates in learning is their strong thinking ability. In the process of learning, they are often not satisfied with the knowledge taught by teachers in class and hope to acquire more knowledge related to their major. If this can't be satisfied in class, they supplement their interests with the Internet or specialized books. However, students themselves are unable to make a correct evaluation of the learning effect, so it is more necessary for teachers to play their role of evaluation of learning effect, encourage students by positive evaluation, strengthen their awareness of independent learning, and help students find more effective learning methods.

3. Conclusion

With the COVID-19 epidemic under effective control, colleges and universities have all reopened and resumed normal teaching activities and order, but this does not mean that online teaching mode has lost its value. On the contrary, teachers should pay more attention to online teaching mode, and combine it with offline teaching, carry out hybrid teaching, so that the two complement and promote each other. This new teaching mode changes the traditional role cognition of teachers, and truly takes students as the main body of teaching activities, arouses students' enthusiasm and initiative, and guides students to study independently.

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