

Brief Introduction of Method Innovation and Improvement within the Online Teaching of Distance Education Courses

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Abstract: This article focuses on the innovation and improvement of methods within the online teaching method system of distance education courses. Through the whole process of teaching, namely, the preparation of classes by the pre-class distance education recording and broadcasting system, the teaching of the in-class distance education live broadcast system and the after-class distance education examination system, the innovation and improvement of teaching methods and methods were briefly explored. It clarified that the distance education recording and broadcasting system should prepare courses, dominate the textbook, design the distance course PPT and video online courses, and be suitable for students or students of different levels; For teaching in the distance education live broadcast system, it was necessary to choose the appropriate teaching method, adopt a directional interpretation angle, and improve the ability level of the educator; The distance education examination system should focus on the innovation and improvement of educational and teaching methods such as pre-examination review, questions-answering during the examination, and software design with automatic prompt function for post-examination comments. The purpose was to explore and create a new path and new method for improving the effectiveness and quality of teaching by this basic teaching method, so as to demonstrate the teaching method doctrine of “Distance education selectively draws on past experience, follows objective laws according to one's own needs, and seeks truth from facts”.

Keywords: Distance education courses, Online teaching method, Innovation and improvement.

1. Introduction

The online teaching method, which is based on the systematic and coherent instillation of knowledge by teachers to students or students through different international languages, is a teaching method that is widely used in modern Chinese and foreign teaching activities. Although, in the context of the current new era, with the continuous innovation and development of educational concepts, through continuous changes, the methods and methods of education and teaching have been enriched and diversified. However, online teaching is still considered to be the most forward-looking teaching method and basic educational method. The online teaching method takes three interconnected links as the principal institutional framework, namely, the class-preparation of the distance education recording and broadcasting system, the teaching of the distance education live broadcast system, and the test of the distance education examination system. Within the framework of this system, there are numerous choices of teaching methods and methods, thus, there is a great number of room for innovation and improvement of many methods. Take the innovation and improvement of methods in the online teaching method system of distance education courses as the entry point. Through the exploration of the actual existence of the three teaching links of distance education recording and broadcasting system course preparation, distance education live broadcast system teaching, and distance education examination system course examination, and the innovation and improvement of teaching methods and methods between them, this common teaching method helps to improve the effectiveness and quality of teaching, and as a

result, new paths and methods have been excavated and created, embodying the teaching method doctrine of “Distance education selectively draws on past experience, follows objective laws according to one's own needs, and seeks truth from facts.”

2. Efforts Before Class, The Innovation and Improvement of the Preparation Method of the Distance Education Recording and Broadcasting System

In the online teaching of distance courses, online live teaching and lectures are considered the central link of the entire teaching activity. In order to make the teaching process high-quality and efficient, the preparation of the pre-class distance education recording and broadcasting system is particularly essential. If the distance education recording and broadcasting system is fully prepared for classes, it will be efficient and benefit mutually. On the contrary, the effect and results will be not satisfactory. The so-called distance education recording and broadcasting system course preparation refers to teachers based on subject requirements and curriculum characteristics, as well as the background of the new era. Combined with the students' learning status, the most suitable textbook is selected to show students the best teaching method and structure, and continuously transmit knowledge and abilities in line with objective laws to ensure that students study effectively. To achieve a rigorous and objective and adequate distance education recording and broadcasting system preparation for classes, it is inevitable to achieve “three preparations”, namely, prepare the essence of

reality, prepare the teaching plan, and prepare for the students.

To make good use of the textbook is to familiarize with the textbook, study it, grasp the spirit of it, comprehend it, and internalize it. To be able to dominate the textbook authentically, from a methodological point of view, is to be able to delve into the textbook, and to be able to jump out of the textbook as well. "Delving into it" means delving into the textbook, reading carefully, analyzing carefully, delving deeply, studying carefully word for word, dominating its essence and structure, analyzing the abstract connections between its chapters, and mastering the essence, the real learning points, the key points and difficulties of the textbook; "Jumping out" means jumping out of the textbook and re-transforming and combining the textbook. It is required to use abstract power to summarize the core essentials of the textbook, transform the external textbook into the teacher's own textbook, and transform the essence of alienation into the resonance of the mind. To truly dominate the textbook, from a formal point of view, is to read the textbook from a masterpiece into a pocket brief. In simple terms, it is to absorb the essence from books, reading the thick books into thin ones.

To design excellent distance course PPT and video online courses, teaching preparation must be understood primarily. Teaching preparation includes before the teaching work begins, according to the professional training plan, with the syllabus as the center, teachers dominate the essence of teaching. In line with the actual situation of students, the teaching work implementation plan for each chapter and section of each course is written and designed, and transformed into scientific and artistic online videos and PPT. The compilation of teaching plans makes conceptual curriculum online teaching activities visible, accessible, concrete, and operational, becoming existential teaching practice activities, which standardizes teaching work, conforms to objective regularity, and operates efficiently.

Among various teaching preparation projects, most of the projects are technical general projects. Only the essence of teaching is the substantive item that determines the quality of teaching preparation. To implement this teaching preparation project well is to compile and design the teaching manuscript elaborately. Different from the teaching preparation, the teaching manuscript is the manuscript of the teacher in the distance education live broadcast system, which is the specific design and expression of the essence of teaching, and belongs to the category of teaching knowledge; Meanwhile, teaching preparation is the work plan for teachers to organize teaching activities, which belongs to the category of teaching management. Consequently, the compilation of teaching preparation requires not only the design of distance course PPT and video online courses, but also the elaborate design of the teaching manuscript, through which the unity of essence and form can be realized.

The teaching manuscript shall be prepared according to the syllabus and the designated textbook. However, it is not a simple reproduction of the essence of the teaching book, but a real adjustment, processing and re-creation of the essence of the teaching book, reflecting the teacher's understanding, familiarity and dominance of the essence of the teaching book, and it is a true embodiment of the teacher's professional quality and professional level. Besides, it does not have a unified and fixed format, but shows a variety of writing characteristics and styles. In terms of its general writing format, it is roughly divided into three different structural forms. The first is the structural structure of juxtaposition and

ranking, which is mostly used for the writing of teaching papers in theoretical disciplines. instance, most of the teaching manuscript structure of market economics is compiled on the juxtaposition of the basic essence of the market economy, the framework of the market economy system and the operating mechanism of the market economy; The second is the gradual and in-depth vertical structure, which is mostly used for the compilation of teaching manuscripts in different international language and literature disciplines in Chinese and English. It is indispensable to design corresponding courses according to the way of thinking in different languages.

So as to be suitable for students of different levels, it is necessary to prepare for the distance education recording and broadcasting system according to the learning situation of students of different levels. As is known to all, teaching activities are the dialectical unity of teaching and learning. Among them, teaching is the dominant, and learning is the main body. Teaching serves for learning, and the promotion of all teaching activities is oriented to the subject of learning-students. The understanding, analyzing, studying and dominance of students' learning situation is an essential prerequisite for the success of teaching, and it is a vivid embodiment of the modern teaching concept of "learning-based" as well. In the preparation of the distance education recording and broadcasting system, whether it is the compilation of teaching manuscripts or the decision-making of teaching preparation, students must be taken into account. From the standpoint of students, think about what students think and what they are anxious about, and solve the problems they are eager to solve. Instill practical knowledge and ability in students, introduce cutting-edge new ideas and new ideas, so that their learning can be reflective, rewarding, and "enjoyable". For distance education, it is more challenging and more optional, which is necessary to unify quality and interest, taking into account knowledge and the times.

In the "three-preparation" system that dominates the essence and reality of teaching and preparing, designs the PPT and VIDEO online course preparation teaching of distance courses, and is suitable for students or students of different levels to prepare students or students, "Preparing for the essence and reality" is regarded as a prerequisite, "preparing for students or students" as the key, and "preparing for teaching" as the core. In the "preparation for teaching" activities that take the design of PPT and video online courses for distance courses, especially the careful design of the teaching manuscript as the prescribed action, on the one hand, "preparing for the essence of reality", on the other hand, "preparing for students". At the node of the bridge and link, it serves as a connecting link between the preceding and the following and plays a very important connecting role. This is an important way and method to correctly understand and deal with the "three preparations" relationship, and then prepare for the class.

3. Effectiveness in Class, The Innovation and Improvement of the Teaching Method of the Distance Education Live Broadcast System

In-class distance education live broadcast system teaching is the main channel for teachers to impart knowledge and abilities, and it is also a stage for teachers to show their own values and personality. In this link, teachers are required not

only to transmit the knowledge and abilities of “what the teachers know”, but also to transform them into the knowledge and abilities of “what the students know”. Moreover, teachers should use their own moral behavior and charm to teach words and deeds, thereby guiding students to pursue the value they deserve in life and shape their own perfect image. In the entire teaching work, teachers' distance education live broadcast system teaching has always been in a dominant position and plays a leading role. According to previous experience, in-class distance education live broadcast system teaching, to perform an excellent class, in terms of teaching methods and methods, it is necessary to make sufficient efforts on the “three points” of teaching entry point, focus point and foothold point, in order to achieve accurate entry point, magnificent intensity, and high-effect in-class teaching effectiveness.

The entry point of teaching depends on the choice of the appropriate teaching method. Throughout the online teaching methods of the entire distance education curriculum network, they are roughly divided into three categories, namely, reading, preaching and interpretation. Among them, the reading style is just repeating the contents of the textbook. This method of teaching, only through scripted reading, can only give people perceptual knowledge and solve the external perception of shallow knowledge by the educated. Accordingly, it is a primary teaching method, which is only suitable for young teachers who have just embarked on a teaching position and are not familiar with the textbook. It is unwelcome to students. For distance education students, more emphasis should be placed on the sharing of authoritative courses with experienced, famous teachers and experts. In other words, standing on the shoulders of giants to see the world, and mastering the structure of knowledge at a macro level. The preaching style is to give specific explanations on some key issues in the process of preaching. This teaching method is suitable for the recording and broadcasting course system, and the basic characteristics of knowledge are obvious. During the reading process, certain key issues must be explained in detail. Therefore, it not only gives students perceptual understanding, but also gives students certain rational understanding, so that the essential understanding of the educated part can be solved. Compared with the reading style, the preaching style is an improvement and belongs to a transitional teaching method. It is suitable for young and middle-aged teachers who have certain practical experience in teaching, but are not fully familiar with the textbook.

The focus of teaching lies in adopting a directional perspective of explanation. From the perspective of the spatial orientation of the humanities and society that conforms to the objective laws of course teaching, it includes the three spatial orientations of standing height, depth of analysis, and breadth of elaboration. An outstanding online teaching with a broad vision, rich essence, and touching heart must be an online display art with height, depth, breadth, angles, and flesh and blood. This kind of “Three dimensions” teaching art is reflected in the teaching process of courses that conform to objective laws in the humanities and society. Nevertheless, it is particularly prominent in the philosophy education and teaching of Chinese and English international language and literature courses, and in the education and teaching of social sciences and economics and political theory courses.

The foothold of teaching lies in improving the ability level of the educated. Education and teaching are divided into examination-oriented education, quality-oriented education,

competence-oriented education and practical education. These different types of education and teaching are manifested as different levels of education and teaching, and the value orientations of teaching are various. Examination-oriented education lies in the simple acquisition of knowledge, quality-oriented education lies in the cultivation of personality literacy, and competence-oriented education lies in the improvement of ability, especially the reshaping of ability. Although online teaching focuses on transmitting knowledge and abilities to educators, it is a basic teaching method for imparting basic knowledge and basic abilities, the foothold of its teaching lies not only in the acquisition of knowledge and the domination of ability, but ultimately in the improvement of the business quality and ability level of the educated. The emphasis here is on analysis methods that conform to objective laws, such as “phenomenon-essence method”, “ abstract-concrete method” , structure-function method”, “Qualitative-quantitative method”, “ historical-reality method” and so on. These analysis methods have their own focus and characteristics. The ultimate truth shall be of ultimate simplicity. When it is used, deductive reasoning is necessary to achieve the purpose of analyzing and solving problems in line with objective laws. □ Results after class, the innovation and improvement of the distance education examination system and the test method

The general form and practice of the after-school distance education examination system is the examination. Examination refers to an educational and teaching method that examines students' knowledge and abilities through written exams, interviews, and practical operations. Through exam, the student's academic performance and knowledge level can be tested and the teacher's teaching ability and its teaching effect can be evaluated as well. Students and teachers can understand each other's learning situation and the results of teachers' teaching, which is an important essential part of the online teaching activities of the curriculum network. The exam after class is an entire process that includes pre-exam review, answering test papers in the exam, and automatic prompt function software design for post-exam comments. In this process, it also contains intrinsically rich ability requirements and methods, which are worth summarizing and exploring. In this process, it also contains really rich ability requirements and methods, which are worth summarizing and exploring. In this paper, from the standpoint of “teaching”, taking the written examination as an example, methodological research has also been carried out.

Review is the prelude to the exam. To guide students' review well, not only the correct review methods, but also flexible review skills should be taught to the students. On this issue, specifically, the two “combinations” must be achieved. The first step is to integrate a comprehensive review with a review of key knowledge points. The humanities and society conform to the objective laws of the nature of the course, which really covers a wide range of subjects, and there are many exam questions. In the early stage of the review, students are required to review comprehensively. Students can't take a chance on it, just bet on a few questions and brush them up to deal with it. During a comprehensive review, students should read the knowledge they have learned well, review it word by word, and pay special attention to the curriculum characteristics, professional terminology and logic levels of each course. In the late stage of the review, it is crucial to highlight key points on the basis of a comprehensive review, and review some important

knowledge points and practical issues in depth, including weak links in the study or issues that are easy to confuse and ignore. The second step is to combine the memory and understanding of knowledge. At the beginning of the review, the focus is on understanding and rough memory; In the sprint stage, it focuses on memory and deepening understanding. For some basic knowledge points, the content of the note must be remembered, and it must be remembered accurately. However, it is not enough to rely on memory, but also to understand. Only memory based on understanding shall be the profound, lasting, and most effective memory. It resolutely opposes the pre-exam assault-style examination model, especially in the distance education examination system, which reflects the real ability online.

Answering questions is the central part of the exam. In this link, the teacher's responsibility is to guide students to familiarize themselves with the question type and its main examination functions. In addition, according to the requirements and characteristics of various question types, students are guided to adopt answering skills that conform to objective laws to answer the test. Generally speaking, the structure of the examination papers, the question types of the examination papers and their proportional arrangements are stipulated in the examination syllabus. The types of test questions mainly include multiple-choice questions (single-choice questions and multiple-choice questions), short-answer questions, analytical questions, discussion questions, and material questions. Corresponding to the functions and requirements of the above-mentioned various question types, the general problem-solving methods and techniques are: multiple-choice questions, students should read the questions well, especially to grasp the keywords in the questions, contact the options, and find out the options that meet the stem of the question, and then adopt the optimization method or exclusion method to find out all the correct answers; Short answer questions: It is required to answer questions succinctly and clearly, focusing on the main points of knowledge, and there is no need to expand comprehensively; Analysis questions: It is required to answer in two steps, first judge whether it is correct or not and then briefly describe the reasons. Among them, correct and wrong judgment is the key. Use the short answer method to briefly describe the reasons; Discussion topic: It requires a comprehensive discussion, which must have both theoretical analysis and empirical basis, and finally must contact the actual situation to solve the problem. Students' comprehension, analysis, and problem-solving skills will be examined by this; Material questions: First of all, students must understand the materials and judge

the subject nature of the materials. Then, use subject theory and knowledge to analyze and clarify materials to solve problems.

Commentary is the last link in the teaching of exams, and it is an significant regular course as well. A high-quality commentary class should be a summary and developmental course that has been carefully designed and repeatedly scrutinized by teachers to achieve error correction, supplement, expand, enhance, and motivate for the purpose of teaching. Since it is a special in-class class, in terms of methodology, it is necessary to use the whole process management structure before, during and after class to complete this evaluation class. Before class, the teacher should carefully study the student or student's answer sheet in detail. In the class, the commentary should not be fully controlled, but the main and secondary points should be clearly defined, so that the key points and difficulties are mainly explained. The commentary should be aimed at the main problems that students have in the test papers, as well as the key knowledge and abilities that students are required to master in the test.

The distance education examination system should realize the software design of the automatic prompt function of pre-examination review, mid-examination answer, and post-examination evaluation, and a linear design and planning of the after-school distance education examination system. As a linear programming design, from the perspective of management, its operation method is a quality management problem in the whole process. Accordingly, as a distance education examination system, the test method problem should be considered as a quality education management problem in the whole process. Through such a management activity, the quality and effectiveness of the online teaching method are systematically and objectively evaluated, and a healthy starting point and foundation for the next cycle of online teaching shall be provided.

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