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# Analysis of Online Teaching Reform in Higher Education Background of Internet

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## ABSTRACT

*At present, the development of China's higher education has rapidly entered the stage of popularization, but the classroom teaching reform in ordinary colleges and universities lags, and the attraction of traditional classrooms to students has decreased, which urgently requires the emergence of a new teaching form to change the difficulties faced by colleges and Universities. In the 13th five-year plan for the development of national education, it is pointed out that teachers are encouraged to use the Internet, big data, virtual reality technology, and other information-based means to improve teaching levels and explore new models of education and teaching in the future by constantly trying new teaching methods. Under the background of the rapid development of Internet technology, the construction and development of educational and teaching informatization in colleges and universities have been greatly promoted, and at the same time, it also promotes the integration of educational ideas and information technology. In 2020, the sudden COVID-19 epidemic prompted colleges and universities across the country to actively respond to the call of the Ministry of education to "suspend classes without suspension", and accumulated rich experience in online teaching reform. However, in the process of teaching reform, teachers' online teaching ability, students' autonomous learning ability, online teaching resources, technical support, and university management have encountered some problems. I combed the development process of teaching reform, analyzed the problems exposed in the practice of online teaching reform during the epidemic, comprehensively summarized the reasons for the problems in online teaching reform, and put forward targeted countermeasures and suggestions for online teaching reform of higher education, to further promote its teaching reform.*

**Keywords:** *Internet, Higher Education Online Teaching, Teaching Reform*

## I. INTRODUCTION

The Ministry of Education of China attaches great importance to the teaching reform and innovation of colleges and universities, According to the 13th Five-Year Plan for the Development of National Education, To deepen the reform of education and teaching, we must first improve the ability of teachers and teaching managers to apply information technology, Secondly, teachers should be encouraged to make full use of the Internet, big data, virtual reality technology, and other information means in teaching practice to improve the teaching level, Constantly explore the new methods of future education and teaching; To gradually realize the modernization of teaching means in teaching, Efforts to develop online teaching resources, Form the online and offline teaching interaction, To realize resource sharing on and off campus, Teachers should also pay attention to the important role of multimedia and network information technology in the process of teaching. The formulation and orientation and development orientation of these national policies have created a good atmosphere for the implementation of the teaching reform in ordinary universities in the Internet era, which is the most powerful support and promotion for the current college teaching reform.

The Internet era has provided a new opportunity like the teaching reform of colleges and universities means universities. With the continuous progress of multimedia technology and network communication technology, the world has entered the tear of increasing integration of information technology and teaching theory. Advanced information technology and rich multimedia forms have promoted the reform and innovation of teaching mode and education mode in colleges and universities, so as to enhance the attraction of classroom teaching to students and cultivate all-round

development talents to meet the needs of the new era, which has become a new goal of the education reform and development of colleges and universities. The 2017 Horizon Report emphasizes that hybrid learning and be more widely used in the future of school education and teaching, and I will become the core trend of the future of education development. Suddenly to the outbreak, changed the way of people's life, study, work, according to the 2020 China Internet development trend report of the latest statistics, by the spring of 2020, China's Internet users have reached 1.08 billion, Chinese Internet users have gradually formed the habit of using in the work, study, life of the Internet, it also laid a foundation for the development of Internet education.

In the face of the new generation of college students growing up in the Internet era, to meet the needs and expectations of the growth and development of college students, we must keep pace with The Times, make full use of the Internet technology, let the Internet technology become the technology carrier of daily teaching, let our classroom forms more diverse, make the university matter alive. With the rapid development of education informatization, more and more college students are meet with the rigid and boring teaching methods in the traditional matter, which has become a common problem faced by college teachers. According to a survey on the attendance rate of various courses in universities, the attendance rate of basic courses is 78 percent, 85 percent, and some public courses are less than 60 percent. Even if some students are present, most of them sit in class, either playing video games, watching TV series, or simply lie down to sleep. In order to improve the classroom attendance matter of attendance rate, the rise rate and the attraction of classroom teaching has become the urgent hard to be solved in colleges and universities.

In recent now, with the continuous development of college education informatization, the universities in information teaching equipment, and the advanced of the Cs classroom construction and network environment optimization on increasing investment, to promote the necessary hardware support, but in the process of teaching reform practice, many teachers still like to use traditional teaching methods reluctant to try new teaching methods, some teachers of Mhardware, online teaching these these these emerging teaching methods, which also makes the application of hybrid teaching in teaching practice and promotion has encountered many obstacles. In terms of research results, there are more theoretical more contents of basic theoretical research, such as concept and construction mode, but not a few studies based on practice. Therefore, through the development of higher education teaching reform research under the background of the Internet, the combination of online learning and offline teaching is truly implemented in practical teaching, and it offline the more in-depth promotes in-depth and extensive application of university teaching informatization in practice.

## II. RESEARCH METHODS

I around the research problems and research objectives of the literature research, case study, questionnaire, interview, summary, a comprehensive data collection, through the analysis of data and interview results summary, finds the cause of the problems in higher education online teaching, and put forward targeted countermeasures and Suggestions.

1. Literature research method: By consulting the relevant domestic and foreign literature and data, broaden the horizon and understand the current research situation. I mainly take her to ways: one is to consult the rich resources of the library; the other is to use like use the convenient resources to search the relevant literature of the network resources. Through the selection, reading of literature works, accurately grasp the achievements of the existing research institute, and explore the research shortcomings, to obtain a lot of effective effective effective information, to find the entry point and innovation points of this research, but also to lay a theoretical a solid theoretical foundation for this research. In collecting the existing objective reality materials and theoretical materials on the basis of theory, using Labor, analysis and other logical and illogical way of processing, extract representative, novel ideas, summed up the Internet age online education, MOOCs to the influence of ordinary university teaching in our country, and put forward forward estions for ordinary college reform college teaching reform.

2. Case analysis method: This study takes the practical teaching of zhou ZhengNormal University as an example to understand the current situation of the online teaching reform, its implementation effect and hard existing problems, and provides the basis and establishment for the existing the research your value of this research.

3. Questionnaire survey method: In order to understand the situation of Zhengzhou Normal University in the process of implementing the online teaching reform, the teachers and students were investigated on the implementation effect and satisfaction of the reform process in the form of a questionnaire survey.

4. Interview method: visited the moOCs platform responsible for teachers, at the same time visit involved in the entrepreneurship and practice online hybrid curriculum teachers and students, and participate in online teaching of teachers and students, more direct specific understanding of their views on the current teaching situation and the existing problems in the process of teaching reform practice and reform measures and Suggestions, is essentially a supplement to the questionnaire survey.

5. The summary method: through reading a lot of the relevant literature of of teaching reform in colleges and universities, and collect data in the teaching practice survey data, and to the existing literature and survey data analysis,

summarizes the problems existing in the current online teaching reform in colleges and universities and according to the actual situation solutions to draw relevant conclusions.

### III. RESULTS AND DISCUSSION

In the era of information technology, the further practical results of Internet thinking are shown that "the Internet is widely applied in various fields". With the rapid development of global science and technology, it gave rise to the "Internet" widely used in various industries, but the "Internet" and various industries is not a simple addition, but an organic combination, on the one hand, through the application of Internet technology to improve work efficiency to simplify part of the traditional industry, on the other hand is the use of Internet technology for traditional innovation in all walks of life, so as to promote the formation and development of new ecology. This also includes the rapid development of "Internet + education".

In order to promote the progress of education and improve the quality of teaching, the development of education and teaching will also face the reality of changing with The Times. Through the reform of teaching also, methods, systems and other aspects has been achieved to promote the development of education and teaching, and the purpose of improving the teaching effect is the teaching reform. Some scholars believe that the practical operation level of teaching reform needs to solve the four basic questions of "why to teach, what to teach, how to teach and how to evaluate". According to the Great Dictionary of Education, the purpose of the reform is to promote the improvement of education quality, thus innovating the system, methods and means. There are many reasons to promote teaching reform, such as the progress of science and technology, social changes, including political and economic system and ideology, as well as changes in educational concepts. There are also many ways of teaching reform, including reform under the guidance of new theories and new policies, and reform and experimental reform, etc. The teaching reform in this paper is the embodiment of educational reform in the practical operation level, aiming at the reform of schools, teachers and students.

The construction and development of modern university education informatization with the advent of Internet era into rapid development period, therefore, the traditional teaching mode by the unprecedented impact, the requirements of The Times spawned the OOCs, and provides learners with massive resources of learning platform, with the further development of MOOCs, Cs traditional courses and online courses in the combining the Internet age evolved into a new teaching mode, this new teaching method for activity of for applied ordinary higher education classroom teaching has brought new blood. In healed, the epidemic ravaged the country, bringing important impact and challenges to people of hot life, economy and education. The Ministry of Education required universities to "not suspend teaching and classes", and that the teaching quality of online and offline courses should be "anybody equivalent". Colleges and universities across the country actively responded to the call, fully opened the online teaching mode, and the large-scale online teaching was vigorously carried out in the whole country, accelerating the development and in-depth promotion of online teaching, and forcing the teaching h information and education and teaching to enter the stage of accelerated and integration and deep integration. According to the investigation, it was Origami that during the epidemic period, the online teaching in colleges and universities showed obvious advantages. broke through the limitation of time and space, historical the teachers to update their teaching ideas and deepen the teaching reform, and the sense of teaching achievement generally increased. While creating high-quality and efficient classrooms, it also promotes personalized learning and tutoring promotes tutoring, and students' learning consciousness has also been improved. At the same time, the real-time monitoring of the online teaching quality has been realized, and the information management level of the school has also been rapidly improved. However, due to the virtual identity of the time and space of the online teaching, the online teaching has also encountered unavoidable problems.

First, teachers' educational and teaching ability does not match the online teaching requirements. The sudden arrival of COVID-19 is actually a challenge to teaching reform in universities, leaving unprepared teachers who are already used to traditional face-to-face teaching. Many teachers lack adequate preparation in terms of design of teaching process, preparation and integration of curriculum resources, organization and management of online teaching process, insufficient teaching design of network teaching, and most teachers only put the original classroom on the Internet; the selected video content lacks careful screening, no "school-based" courses, and sometimes cannot answer students' learning problems; some teachers are not familiar with the relevant technologies of online teaching, organize online discussion, examination and fail to attract and maintain students' learning concentration. Especially for some older teachers, who uses teaching certain, mobile terminals, computer terminals and other operations with great technical obstacles, creating a sense of fear and rejection of the new technology.

Secondly, the students' learning ability does not match the online learning requirements with in traditional classrooms, students only need to Tokyo participants in teachers' teaching, getting used to teaching and learning what to test, and as a result, many students are unwilling to take the initiative to learn or learn. However, online teaching requires students to have independent learning ability and strong self-. self-discipline. After the sudden change of teaching mode, students encounter new difficulties in independent learning ability. Therefore, students, students' poor self-control is one of the main factors affecting online teaching. Many teachers reflect that student 'self-discipline -is

not strong, classroom participation is insufficient, lack of good learning habits, and low learning efficiency, which also leads to the differentiation the hierarchical differentiation of students' online academic performance.

Third, the network support network technical support does not match the needs of online teaching h. The large-scale implementation of online teaching has put unprecedented pressure on major online platforms. The limited network carrying capacity has caused serious delays when playing videos or teaching online during classes. Some platforms do not support playback, students cannot relearn matter of content when they encounter problems, and some platforms have serious delays. The development of educational information technology and the platform development level are the important factors restricting the effect of online teaching. First, the hardware and software facilities cannot meet the online needs, especially the teaching platform function and its stability is not good, network speed, the platform technical service support and other certain problems. Second, various teaching platforms also encounter challenges. At the same time, the number of online students is large, while the background capacity is insufficient, which it which is difficult to meet the needs of online teaching during peak hours. Three is the teaching platform, teachers often choose when teaching use multiple cherat platforms at the same time, in the teaching process because of the use of the platform diverse operation process is heavy and complicated, teachers are prone to scrambling in class, and the online teaching process of uncertain factors also affect the online course matter effect and quality to different degrees.

Fourth, the quality control of the teaching process does not match the online teaching needs. Although various platforms have a strong background monitoring system and big data analysis system, teachers also use roll call, questions, discussion and other forms as supervision and monitoring means to ensure the quality of online teaching, but the effect is still not optimistic. At present, there are still insurmountable monitoring dead corners. Students with poor learning consciousness often use various means to avoid the supervision of teachers, and lack of active initiative in the new teaching form. Such students are engaged in class and cannot focus on their studies. The comprehensive results of various uncontrollable factors lead to the difficult guarantee of teaching quality. In addition, the large-scale online teaching still lack of perfect online teaching supervision mechanism, born in the process of teaching management move offline teaching regulation, the lack of effective supervision measures and teaching quality standards, neither test teachers nor constraint students, caused the online truancy phenomenon is serious, students attendance rate and the actual listening rate contrast, affect the final teaching effect cannot guarantee the teaching quality.

Traditional classroom education training students have been used to passive acceptance, during the outbreak of the change of teaching form, the students 'heart is also not ready to meet new changes, combined with the students' poor self-discipline, weak self-control, facing more and more temptation often relaxes self-requirements, in the process of mixed teaching and online teaching learning must be difficult to form the habit of self-supervision, thus during the outbreak, not finish homework on class, free not obey the classroom discipline, play in class, do not take the exam. The rapid development of the "Internet", is also in a wake-up call to school teaching management, university teaching management personnel lack of advanced management in colleges and universities, the lack of relevant training and promotion management informatization, teaching management personnel behind closed doors, stuck, the existing serious management mode and the information age demand, neither the pattern of reform and development, nor reform of courage and drive, also can't find the way of reform.

In fact, various problems in online teaching management during the outbreak of the epidemic have fully exposed that the inherent teaching management mode has been seriously out of touch with the development of information teaching in the intelligent era, and the new learning mode needs to be comprehensively updated from the management concept to the implementation of the management mode. Although the level of information h in China has also entered the stage of rapid development, the speed of information technology application and development in the field of education and teaching still needs to be improved. The problems of weak technical strength, insufficient capital investment and insufficient attention are still the stumbling block restricting the development of teaching informatization. This leads to various problems in the right of a crisis, such as network paralysis, lag, limited functionality, no support for playback, and so on. The background service and technical support are limited, which cannot provide every teacher with the required services anytime and anywhere. In the right of the huge utilization rate, the lack of sound memory shortage function has become the biggest technical problem restricting the implementation of online courses. These practical technical hard are the main reasons that restrict the implementation of online teaching and improve the teaching effect. At the same time, the school lacks policy support for the construction of the teaching platform, and has insufficient funds to strengthen the use of the platform on campus. Through the interview also learned that, for teachers recording MOOC or to improve teaching information achievements of teachers' material reward is less, make teachers to the construction platform and information curriculum enthusiasm is not high, only stay in the task of the school level, teachers lack reward lack of reform and innovation drive, the lack of teaching team construction.

#### IV. CONCLUSION

Learning process is a process of process of between teachers and students with each other, throughout the process of learning the role of teachers and the role of students need to form a good ecosystem, to play their role, so that learning can be more efficient, to be more interaction more significant teaching effect, so, in the constantly advancing and



teaching reform at the same time, completely change the teachers' teaching idea is crucial. Teachers should not only have enough confidence to not to learn and master new technologies, but also have enough courage to explore new teaching methods, and get out of the role of a simple knowledge imparting person. The continuous maturity of online education and the impact of large-scale online education resources makes the digital learning of courses move to the era of big data under the Internet environment. In the Internet era where various electronic products flood the market, information resources are within reach for college students. If teachers continue to teach knowledge with old teaching methods and methods, then the situation of low attendance matter attendance, low rise rate, insufficient attraction and poor quality of network teaching will continue to fish fy. Teachers should speed up the pace of education and teaching reform to adapt to the information environment, and in the continuous change and development of the scientific applying scientific and technological environment, they should also keep up with the situation to improve their comprehensive quality and the ability of applying new technology to teaching. New era of college teachers to higher requirements to improve themselves, further studies the teaching content, as much as possible to collect students 'feedback information, according to the information feedback to the course content and teaching corresponding adjustment, both online and offline classroom, to improve the students' interest in learning, actively organize discussion, from the traditional classroom teaching centered on teachers into teachers and students as learners.

The development of modern higher education should only should not only improve the information ability of university teachers and teaching management personnel, but also fully encourage teachers to learn teaching information technology, improve their own teaching level through the application of teaching practice, and also innovinnovate teaching forms with their own information ability. At the same time, the Ministry of Education also pointed out that should pay attention to play the important role of multimedia and network information technology, in the teaching design to use new technology, efforts and gradually realize the network of teaching means, increase the network of network resources development, the construction of more and better teaching resources, form the school resources sharing and diversified online interaction diversified interaction. First of all, schools should realize the importance of education and teaching information ability, encourage and provide conditions for teachers to improve the application ability of teaching information. Secondly, organize teachers to carry out planned teaching and training. Thirdly, the himself of teachers are encouraged to actively classroom actively explore classroom reform attempts reform, find new teaching methods in mixed teaching practice, widely apply network information technology in teaching practice, accumulate experience in continuous reform and attempts, and improve the overall educational effect. Teaching reform should create conditions to provide teachers with high-quality and effective information teaching and training regularly, and conduct training from the operation and use of basic teaching media and teaching platform, teaching process design and other aspects, so as to improve teachers' comprehensive ability of information "teaching" and "learning". A large number of rich high-quality resources on the Internet each big learning platform, in the realization of the resource sharing, as teachers should not looking, especially those who have the education background and cultural differences of international resources, teachers should think more seriously when application, processing, the localization, to create suitable for the actual alized person learning. It can rely on big resources to analyze and screen a large amount of information, create resources suitable for localized learning, and improve the quality of localized course resources.

In addition, the interest and attraction of the learning process design are crucial, with interest can have the motivation to learn. The traditional face-to-face teaching only puts a one-sided emphasis to teaching, but ignores is a learning active learning. In this way, it is easy to ignore the indoctrination and cramming teaching methods of learning themes, which makes most of the content taught in the classroom may be forgotten, and many of the content in the classroom is divorced from the reality. Therefore, teachers should also abandon the traditional concept when doing the overall design of the course, and do not am at knowledge matter in the classroom, but to Other the attractiveness of the classroom with flexible and diverse forms.

In short, in the Internet era, we should use more information and digital technology to stimulate students 'initiative, cultivate students' motivation to seek knowledge independently cultivate independently, so that the interest and motivation to books students into learning. Through online and offline mixed teaching, teachers can be separated from the role of knowledge ination doctrand actively guide students to learn actively, so as to achieve a more effective teaching effect.

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