

Internet + Teaching: A New Paradigm for Cross-cultural Communication Classroom Teaching Reform in China-Foreign Cooperatively-Run Schools

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Abstract

With the increasingly close pace of globalization, the government actively guides the establishment of Sino-foreign cooperation in running schools and the implementation of projects. Reforming the classroom teaching paradigm and cultivating students' intercultural competence is an important task that the China-Foreign Cooperatively-Run Schools are faced with. "Internet + teaching" is not just the networking and digitization of teaching, but a structural change of teaching paradigm. The article first summarizes and defines the connotation and structure of the teaching paradigm. Then it sorts out and summarizes the reform and innovation of classroom teaching paradigm in the "Internet +" era. The author expects this article to provide a reference for the systematic exploration and practical innovation of the cross-cultural communication classroom teaching paradigm.

Keywords

Internet + Teaching; Teaching Paradigm; Cross-cultural Communication Classroom Teaching; China-Foreign Cooperatively-Run Schools.

1. Introduction

At a time when the pace of globalization is getting closer, General Secretary Xi proposed the "Belt and Road" initiative and the concept of a community with a shared future for mankind, aiming to strengthen multilateral cooperation and promote common progress. In this new era, the market's demand for international talents is gradually increasing. In order to improve the quality of domestic universities, learn from foreign advanced educational experience, integrate with world-class universities, and cultivate international talents, the State Council issued the Regulations on Sino-foreign Cooperation in Running Schools in 2003 and tried to actively guide the establishment of China-Foreign Cooperatively-Run Schools and the implementation of projects. How to cultivate students' intercultural competence in China-Foreign Cooperatively-Run Schools and how to reform and innovate cross-cultural communication classrooms is an important aspect of whether China-Foreign Cooperatively-Run Schools can prepare students for further study abroad.

As an important part of my country's "Internet +" strategic action, "Internet + education" aims to trigger a strategic and overall educational reform. This educational reform includes the mutual penetration and integration of teaching and Internet innovation, i.e. the "Internet + teaching" reform. "Internet + teaching" is not only the networking and digitization of teaching, but based on the nature of teaching generation and the goal of educating people, it integrates innovative results such as Internet thinking, environment and technology with teaching thinking, teaching elements, teaching relations, mutual penetration, deep integration and two-way transcendence between teaching structure and process, and then change teaching concepts, innovate teaching theories, enhance teaching elements, open teaching systems, integrate teaching resources, construct an open and harmonious teaching ecological environment, and form a new teaching form.

2. Connotation and structure of teaching paradigm

The first scholar who introduced the concept of "paradigm" into the field of education was the American scholar Gage. In the *Handbook of Research on Teaching* published in 1963, he used

paradigm as a method to summarize people's knowledge about teaching activities, and combed the evolution of the paradigm of teaching research from 1890 to 1980. After that, the paradigm is used to summarize people's knowledge of specific educational activities and the corresponding theoretical and practical achievements, including the exploration of the teaching paradigm. In the definition of teaching paradigm, most scholars believe that teaching paradigm includes not only philosophical concepts and values, but also sociological and artificial paradigms such as teaching theories, teaching models and methods. For example, Ye Zengbian pointed out that the teaching paradigm includes not only the abstract of the structure of teaching activities but also the specific teaching practice corresponding to the teaching process. Wang Wenli believes that the teaching paradigm includes four components: teaching philosophy, theoretical basis, teaching strategies and teaching cases. According to Kuhn's paradigm theory, the teaching paradigm is a structured conceptual system, including three levels of paradigms: one is the philosophical paradigm, i.e. basic questions about the nature of teaching, what to teach, how to teach, etc., formed by the teaching community based on a certain worldview. The second is the sociological paradigm, i.e. the teaching theories, research methods and corresponding policies formed under the guidance of the common teaching belief; the third is the artificial paradigm, i.e. the specific teaching practice strategies and methods guided by the common belief and theory.

3. Reform and innovation of classroom teaching paradigm in the "Internet +" era

3.1 Integrity and generativeness of teaching content

The traditional scientism teaching paradigm is based on the objectivist view of knowledge. It believes that knowledge is the result of human understanding and a reflection of objective things. It has basic attributes such as objectivity, certainty, and universality. The teaching content is composed of objective knowledge. Students can correctly reflect these objective knowledge is the main goal of teaching. Under the new paradigm, knowledge is regarded as the product that the cognitive subject emerges and generates when interacting with the environment through participation, action, and practice. The traditional paradigm separates knowledge from the context and practice process, as well as the connection between knowledge, which leads to the failure of the teaching content to present the complexity of knowledge, the context and process of generation, and is alienated from student experience. Teaching alienation is the instillation of objective entity knowledge. Under the new paradigm, on the one hand, teaching content will try to restore the integrity of knowledge, including knowledge and context, knowledge and practice, between knowledge, individual knowledge and group knowledge, and establish a connection between knowledge and individual student experience to promote students' internalization and creation of knowledge; on the other hand, teaching content includes not only pre-set knowledge, but also generative knowledge, i.e. the knowledge that students are reproducing and creating for the knowledge selected for teaching.

3.2 Flexible teaching with emphasis on experience learning

Teaching under the traditional scientism paradigm aims at students' response to objective knowledge. The teaching method focuses on how to promote the mechanical transmission of objective knowledge, advocates standardized teaching, and finely plan and strictly control the teaching process. As "Internet + teaching" promotes changes in teaching concepts, teaching thinking, teaching relationships, teaching structure, teaching environment, and teaching time and space boundaries, the new paradigm of teaching presents a brand-new teaching form. The new people-oriented paradigm pays more attention to the generation and development of people. The teaching method has shifted from the standard rigid teaching of the traditional paradigm to flexible teaching with stronger adaptability and flexibility. Teaching respects and pays more attention to the subject status and individual needs of students. With the support of acquisition and analysis, artificial intelligence, pervasive computing and other technologies, it can quickly respond to and adapt to learning needs, accurately and strongly support personalized learning needs. The relationship between the subjects of teaching activities has changed from the traditional subject-object relationship between teachers and students and the

competitive relationship between students to the inter-subjective you-me relationship and collaborative symbiosis relationship. Teachers are not the authority of knowledge, but the chief of equals. With the support of mobile Internet, Internet of Things, virtual reality and other technologies, the teaching environment has been fully upgraded, and the teaching time and space has been greatly expanded, realizing the time and space integration of classroom and life, school and society, virtual and reality, which strongly supports teaching and learning, association and integration of teaching and life, learning and context, learning and practice, knowledge cognition and knowledge creation, personal cognition and group cognition. The focus of teaching has shifted from promoting knowledge transfer to promoting the reproduction of students' knowledge and the overall development of students' informed intentions. Teaching pays more attention to context-based participatory learning experience, and shifts from the traditional paradigm of promoting receptive learning to constructing meaningful learning experience, motivating and guiding fruitful teaching dialogue and interaction, allowing students to achieve all-round development in the rich learning experience, and creating new knowledge and value in collaboration with teachers and peers.

3.3 Promote online and offline, virtual and real distributed learning

In the "Internet +" era, various virtual and real learning scenarios and spaces, resources and tools are connected and integrated with each other. Students' learning is no longer limited to the classroom, but occurs online and offline, in and out of class, formal and non-curricular. In the formal multiple learning spaces and scenarios, the teaching paradigm is shifting from individual construction based on a single space and media to a distributed cognition based on multiple spaces and rich media. The transformation of learning paradigm promotes the shift of teaching mode from promoting individual internal cognition to promoting distributed learning based on the integration of virtual and real multiple learning scenarios, media, tools and communities. Teaching effectively integrates online and offline, formal and informal learning scenes, spaces and resources according to teaching needs, and builds a learning ecological environment that seamlessly connects multiple learning scenes and spaces, and integrates virtual and real, and fully considers different learning scenes and spaces. With the support of different media technologies, the learning characteristics and learning connections of different learning organization forms and peer relationships, effectively promote students to conduct distributed learning across scenes, spaces, media, and communities. In practice, the exploration of blended learning, ubiquitous learning, teaching models reflect the changes in this direction. The current corresponding changes are mainly limited to formal learning scenes and resources. In the future, as informal learning scenes and resources such as public education scenes and work scenes are further connected with formal learning scenes and resources, this direction of reform will show greater educational value.

4. Summary

Cultivating students' intercultural competence in China-Foreign Cooperatively-Run Schools helps students to communicate appropriately and effectively with people from different cultural backgrounds in an international environment. Therefore, it is imperative to reform and innovate the classroom teaching paradigm of cross-cultural communication courses to more effectively cultivate students' intercultural competence. The "Internet +" era is a turning point in the reform and development of teaching paradigms in the information age. The reform of teaching paradigm promoted by "Internet + teaching" also requires systematic and in-depth theoretical research and practical exploration of how to construct a new form of education and a new ecosystem.

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