

Research on the Application Status and Existing Problems of Network Platform in College Foreign Language Teaching

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Abstract: The popularization and application of the network teaching platform is an important part of the information construction of colleges and universities in the information technology era, and it is also the embodiment of the important role of educational practice technology in college education and teaching reform. The project adopts the questionnaire survey method, combined with the current situation of college foreign language education reform, and studies the application of network platform in college foreign language teaching. This paper analyzes the application status and existing problems of the network platform in college foreign language teaching, and draws the conclusion that only the deep integration of the network teaching platform and college foreign language teaching can effectively improve the teaching effect, and puts forward improvement strategies for the existing problems.

Keywords: Institutions of higher learning, Foreign language teaching, Network teaching platform.

1. Introduction

With the rapid development of the Internet, network information technology has imperceptibly affected people's production and life. Various fields are transitioning to intelligence, and remarkable results have been achieved. The "New Generation of artificial Intelligence Development Plan" clearly proposes to use intelligent technology to accelerate the reform of talent training mode and teaching methods, and "Internet + education" has become the general trend of education and teaching reform. Higher foreign language education is an important part of higher education. To further deepen the reform of higher education, we must vigorously promote the reform of college foreign language teaching and promote the wide application of network teaching platform in college foreign language teaching. College foreign language network teaching platform refers to the online teaching platform for college students to provide foreign language learning by using Internet technology and online learning resources. In recent years, with the popularization and development of Internet technology, college foreign language teaching platforms have been widely used and promoted.

Based on the network teaching platform and the current reform of college foreign language education, this paper studies the application path of network teaching platform in college foreign language teaching. This paper analyzes the problems existing in college foreign language teaching under the background of information age, and provides suggestions for the application of network teaching platform in college foreign language teaching.

2. Research Status at Home and Abroad

2.1. Domestic research status

In recent years, with the rapid development of science and technology and network communication technology, foreign language education in Chinese universities is experiencing a digital revolution. The driving force of this change is mainly

the rise of multiple comprehensive MOOCs such as "China College Students MOOCs Platform", "Love Course" and "Coursera", as well as other MOOCs focusing on foreign language fields such as "China College Foreign Language MOOCs Platform" founded by FLTRP. These platforms provide students with more flexible and diverse foreign language learning opportunities. At the same time, some widely used software such as "Learning Tong" and "Dingding" are also widely used in foreign language classrooms, which promotes the continuous improvement of the digital foreign language teaching system in Chinese universities. These changes have aroused the attention of domestic scholars and the research and discussion in different angles.

First, in terms of the significance of information-based teaching, Bao Guichuan (2021) pointed out that the effective application of network information technology is crucial to improving teaching efficiency and quality. Yuan Yuan (2020) and Fang Beibei (2019) expounded the advantages of online teaching to meet the individual needs of students and make the evaluation system of college foreign language teaching more diversified from the perspectives of English interpretation teaching and foreign language teaching.

Second, in terms of foreign language teaching goals, scholars have explained the goals of foreign language teaching from different perspectives. For example, Zhang Tingting and Chai Hongmei (2021) believe that strengthening cultural self-confidence is one of the important goals of foreign language teaching in colleges and universities, while Gao Yanjun (2017) argues that achieving college students' pursuit of beauty is the highest goal of foreign language education in colleges and universities.

Third, in terms of teaching resources, He Chunying and Pan Chunying (2015) pointed out that foreign language information teaching in colleges and universities is still in the primary and middle stage, and the construction of foreign language information resources is not yet perfect. Lv Liangqiu and Zhao Yushan (2021) mentioned that there are problems such as unreasonable allocation of university

network resources and single content of platform construction. These scholars proposed to strengthen the rational allocation of resources and technological innovation to improve the quality and level of digital foreign language teaching in colleges and universities.

Fourth, in terms of teaching mode, Jia Yanping (2018) observed that with the rapid development of science and technology, network language laboratories are widely used in foreign language teaching. Zhang Xuyan (2019) mentioned that foreign language teaching mode has gradually changed from traditional teaching to new forms such as micro-lessons, flipped classrooms and MOOCs.

Fifth, on the practical level of teachers and students, Lu Xinsheng (2019) pointed out that students lack autonomy and consciousness in foreign language teaching, and it is necessary to pay attention to students' participation and initiative. Yuan Huiling (2015) stressed that in order to build the network teaching of foreign language teachers in universities, the effective joint efforts of teachers, government and society must be brought into full play. In addition, Zhang Hui (2017) pointed out that college foreign language teachers still have room for improvement in terms of information awareness and overall mastery of information knowledge, and the training effect of schools also needs to be improved.

2.2. Foreign research status

In 1988, Professor Will Smith, an American scholar, proposed online education for the first time, believing that it is expected to improve the quality and level of teaching. In recent years, with the rapid development of science and technology, especially the COVID-19 pandemic in 2020, the development of information-based teaching of foreign languages in colleges and universities has attracted extensive attention from international scholars and achieved many achievements. Over the past decade, online language courses offered by educational and professional platforms such as DuoLingo and Livemocha have expanded significantly. In foreign language learning, adherence to quality standards and sustainability has led to the spread of innovative teaching methods and digital and online tools. MasalimovaAlfiya et al. (2022) found that the implementation of foreign language teaching not only performed well in distance education, but also had significant effects on face-to-face language teaching and learning. However, due to the prosperity of online education, various problems come along. Some studies by AnthonyR.Artino.(2010) pointed out that students and teachers have low self-efficacy towards online learning due to technical and personal problems. Based on these studies, they propose that sustainable online learning of foreign languages requires the active participation of teachers and students, the support of a wide range of learning opportunities and a pleasant learning atmosphere in order to effectively address the challenges posed by online education. Pikhart,M.,&Al-Obaydi,L.H.(2023) combined with the views of AlShlowiyAhmed et Al.(2021), further pointed out that students are not serious enough about online teaching and lack autonomy, and believe that technology abuse and other problems exist in remote foreign language learning. Through data collection and other methods, he believes that teachers play an important role in the information-based teaching of college foreign languages, and advocates the development of methodical teacher training methods. They have accumulated rich experience in digital foreign language education.

2.3. Research review

With the rapid development of science and technology and network communication technology, the digital age has had a profound impact on foreign language education in universities around the world. Both home and abroad have experienced the rapid development of digital foreign language education, but they also face their own challenges and opportunities.

In the context of digital technology playing a significant role in college foreign language teaching, this study focuses on academic viewpoints and empirical research in related fields. Through in-depth understanding of domestic and foreign research achievements, we can find that domestic and foreign information university foreign language platforms have made progress and remarkable achievements, and have made major breakthroughs in teaching technology, teaching resources and other aspects. In most current studies on teacher-student problems in foreign language teaching, teachers have been discussed from multiple perspectives by more scholars, but there are relatively few solutions to students' problems. Digital teaching still has room for improvement in terms of students, and further attention should be paid to the issue of how to solve students' problems in digital foreign language teaching in colleges and universities, which is also an urgent direction for future research.

To sum up, scholars at home and abroad have provided abundant theoretical and practical references for the research on digital foreign language teaching in universities. However, in-depth research on students' problems is still an important direction for future work. The research in this field will not only help the academic community to understand more comprehensively the challenges of foreign language teaching in the digital age, but also provide more targeted suggestions for practical teaching.

3. Research Significance

3.1. Promote the deep integration of modern information technology and foreign language teaching

With the rapid development of information technology, the application of network platform in the field of education has become a trend. For college foreign language teaching, the application of network platform not only brings new teaching resources and means, but also promotes the deep integration of modern information technology and foreign language teaching.

With the rapid development of information technology, the integration of modern information technology and college foreign language teaching has become an important trend in college foreign language teaching, and also provides more possibilities for college foreign language teaching. The application of network platform in college foreign language teaching makes use of the characteristics of modern information technology, such as timeliness and comprehensiveness, which not only promotes the integration of college foreign language teaching and modern information, but also provides more abundant resources for college foreign language teaching. Through online synchronous teaching and online asynchronous teaching and other means to achieve classroom sharing and data analysis and feedback, improve the teaching quality and effect. In addition, in the process of

studying the application of network platform in college foreign language teaching, human beings continue to study new technologies related to modern information, and promote the development of modern information technology in the process of research and development of new teaching ways such as "shared classroom" and "online real-time translation".

3.2. Enrich the theory of foreign language teaching reform and expand the methods and means of foreign language teaching

The application of network platform is not only an innovation of technical means, but also an important part of foreign language teaching reform. The application of network platform in foreign language teaching can further enrich the theory of foreign language teaching reform and provide new ideas and methods for foreign language teaching. For example, online teaching, shared classes, and the combination of online and offline education are helpful to break the shackles of traditional teaching models and promote the innovative development of foreign language teaching.

The network platform can provide customized learning plans and contents according to students' learning progress, interests and abilities, and realize personalized teaching. Through interactive Spaces such as comment sections and forums, students and teachers can communicate and discuss in real time anywhere, which promotes the interaction between the two sides of teaching. Students can also use the network platform to carry out collaborative learning, which not only improves the learning efficiency, but also cultivates the team spirit of students. The application of network platform in college foreign language teaching also breaks the time and space restriction of traditional classroom. Students can learn foreign languages anytime and anywhere through the network platform, and teachers can also guide and supervise students' learning through the network, which expands the means of college foreign language teaching.

3.3. To promote the effective innovation and development of college foreign language classroom teaching and the continuous improvement of teaching effect

The application of network platform has brought new changes to the foreign language classroom teaching in colleges and universities. Through the combination of online and offline teaching methods, the network platform can achieve more flexible and personalized teaching and improve the learning effect of students. At the same time, the application of network platform can also help teachers better understand the learning situation of students, timely adjust the teaching strategy, and constantly improve the teaching effect.

The application of network platform in college foreign language teaching has realized the transformation from knowledge to wisdom, learning to innovation, passive learning to active inquiry. It promotes students from traditional knowledge to flexible application, provides innovative learning and thinking space, and enables students to explore foreign language materials more deeply and expand their English horizons by using rich network resources. This transformation makes foreign language learning no longer limited to the classroom, but can be carried out anytime and anywhere, effectively improving students' foreign language ability and problem-solving ability. It is of

great significance to promote the effective innovation and development of college foreign language classroom teaching.

4. The Application Status and Existing Problems of Network Platform in College Foreign Language Teaching

4.1. Investigation and analysis of the application of network platform in college foreign language teaching

4.1.1. Questionnaire design and measurement

This study is mainly aimed at college students to issue questionnaires, using the questionnaire online answer, to investigate the application of network platform in college foreign language teaching. The questionnaire designed by the research team has a total of 16 questions, including 8 single choice questions, 7 matrix single choice questions and 1 multiple choice question. The questionnaire consists of three parts: the first part is the basic information of students, including gender, grade, school type and major type. The second part is the teaching situation of foreign language course, including the form of foreign language course, the application type of network teaching platform, and the teaching method of foreign language course. The third part is about the students' feelings on online foreign language teaching, including 9 topics, such as the status of online foreign language learning, the advantages and disadvantages of online foreign language teaching, the evaluation of online teaching platform technology services and relevant suggestions.

This study is mainly based on the survey method, the percentage of data used is quantified, and the qualitative description is carried out by transliteration analysis. First, the research team published questionnaires via questionnaire Star; Secondly, college students use mobile phones to identify the QR code of questionnaire star survey to answer online, and the questionnaire star will automatically retrieve the questionnaire after the completion of the answer. Finally, the questionnaire was analyzed statistically. The survey was conducted from January 17 to 18, 2023, and a total of 201 valid questionnaires were collected. Among them, 50 freshmen, 48 sophomores, 53 juniors and 50 seniors; There were 114 non-foreign language majors, accounting for 56.72% of the valid questionnaires, and 87 foreign language majors, accounting for 43.28% of the valid questionnaires. The survey IP addresses can be from Anhui, Jiangsu, and Zhejiang provinces.

4.1.2. Questionnaire survey data analysis

4.1.2.1 Application of network teaching platform for foreign language courses in universities

According to the survey on the application of network platforms in college foreign language teaching, the application of one network teaching platform in college foreign language courses accounts for the largest proportion of 37.31%, the application of two network teaching platforms accounts for 28.86%, and the application of three network teaching platforms accounts for 15.92%. On the whole, network teaching platform is widely used in college foreign language teaching, but the application of network teaching platform is relatively simple, mainly concentrated in one or two platforms.

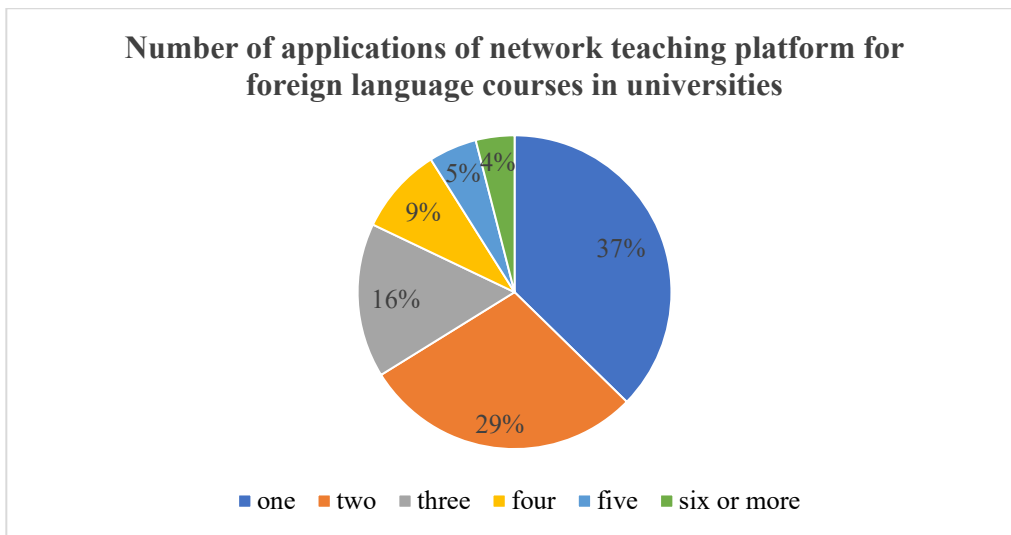


Figure 1. Number of applications of network teaching platform for foreign language courses in universities

4.1.2.2 The use of online teaching methods

The survey found that foreign language teaching most often uses online teaching platforms to conduct online teaching in the form of live broadcast and video broadcast, and the proportion of "always used" and "very frequent" in both live teaching and video broadcast teaching exceeds 50%. "Very frequent" and "frequent" accounts for more than 50% of the

three online teaching methods, MOOCs, text + audio and online interactive discussion. This shows that colleges and universities rely on online teaching platforms to provide a variety of teaching methods, teaching resources are rich, but some students said that online teaching methods are not used much.

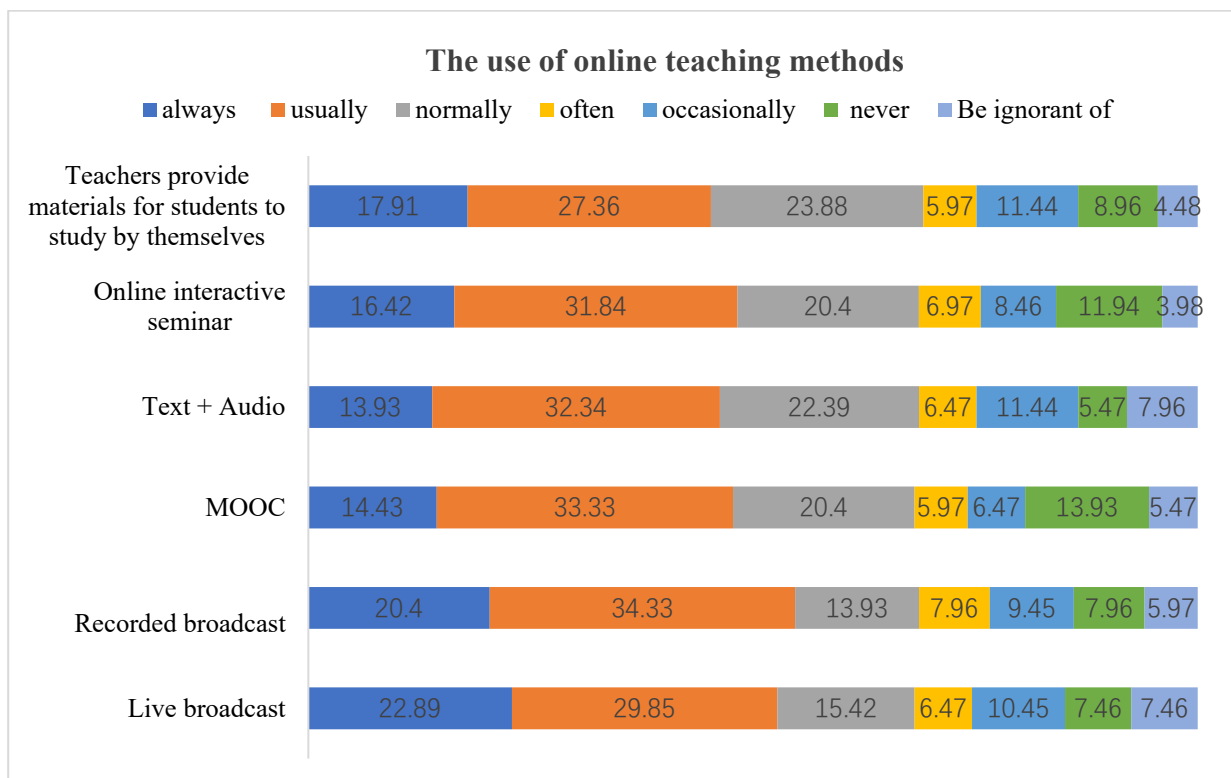


Figure 2. The use of online teaching methods

4.1.2.3 Survey on the advantages of online teaching

According to the survey, 22.89% of students "strongly agree" that foreign language teaching through online teaching platforms can allow students to fully express their concerns and more easily convey their ideas to teachers. Most students believe that receiving foreign language teaching through the

platform is conducive to the cultivation of students' self-learning ability and improve their self-discipline. 25.82 percent of the students agreed with the proposal, while 17.91 percent strongly agreed with it. On the whole, students have a high degree of recognition for online learning through online teaching platforms.

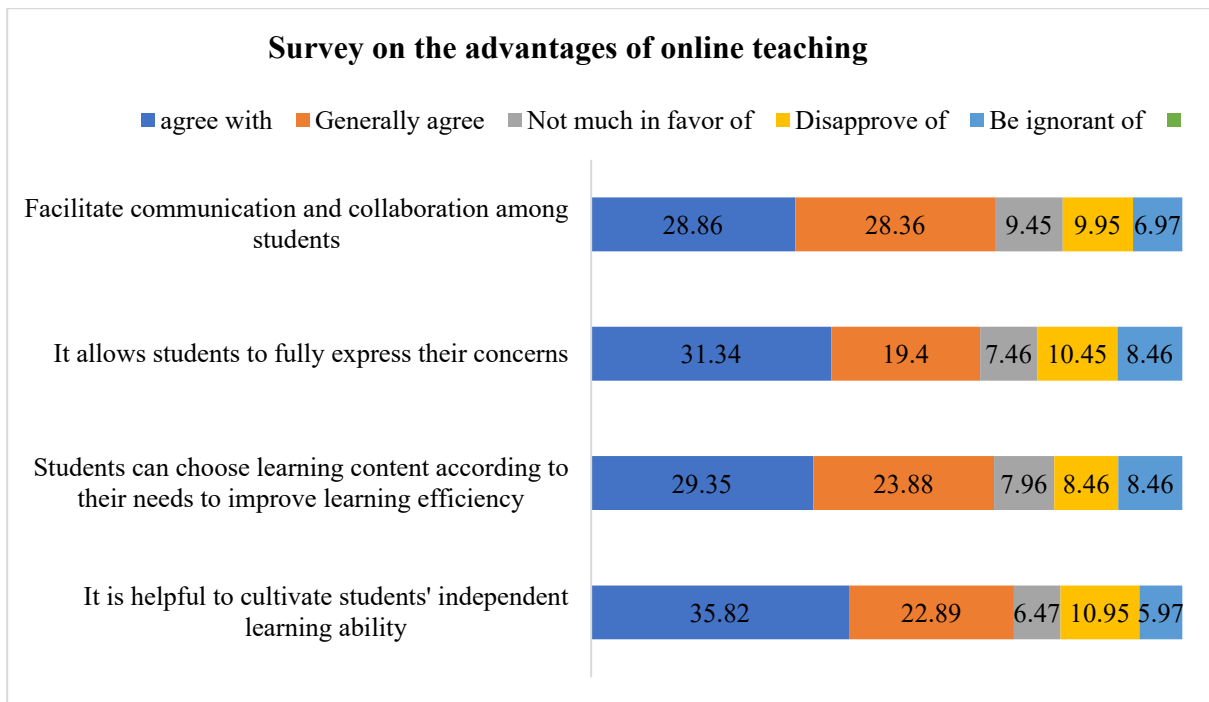


Figure 3. Survey on the advantages of online teaching

4.1.2.4 A survey of foreign language teaching methods in universities

The survey found that in the current foreign language teaching in colleges and universities, offline classroom teaching accounts for the highest proportion, 44%, and online teaching accounts for 39%, but some students said that the

current foreign language course is carried out in the mixed mode of "online + offline", accounting for 17%. It can be seen that foreign language teaching in colleges and universities is still dominated by the traditional teaching mode - offline teaching, and the teaching method is relatively simple.

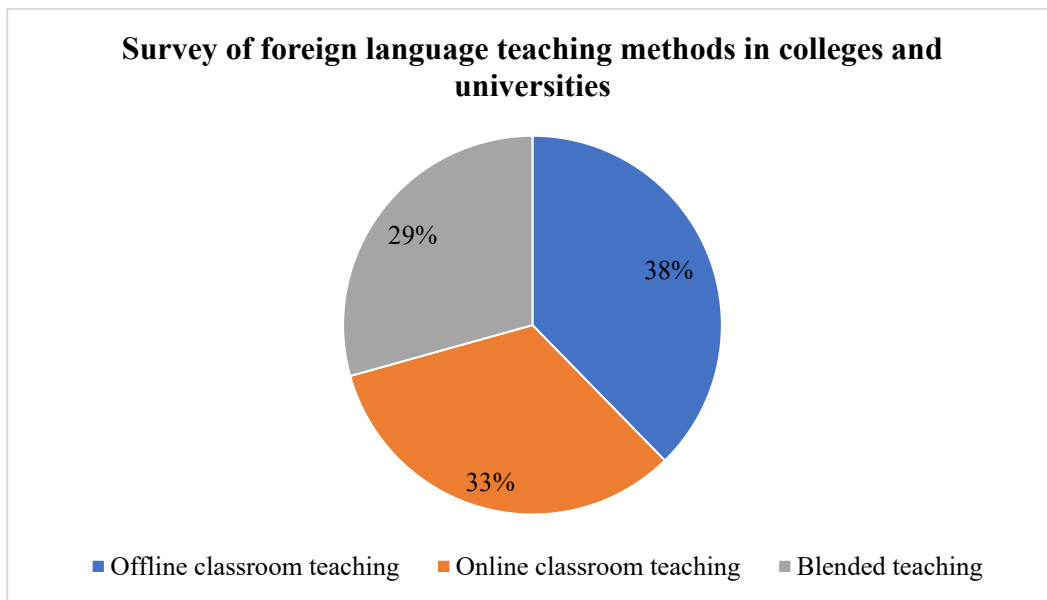


Figure 4. Survey of foreign language teaching methods in colleges and universities

4.1.2.5 The status of students' online foreign language learning

According to the survey data, when learning foreign language online courses, the class status is not good, and the students who only care about the clock account for the highest proportion, 39.8%. Many students can attend classes on time and seriously participate in teaching activities organized by

teachers in online foreign language learning, accounting for 37.81%. However, a small number of students say that online foreign language learning often fails to attend classes in time. 13.93% of the students will miss the course. According to the comprehensive data, the status of students in online foreign language teaching is poor.

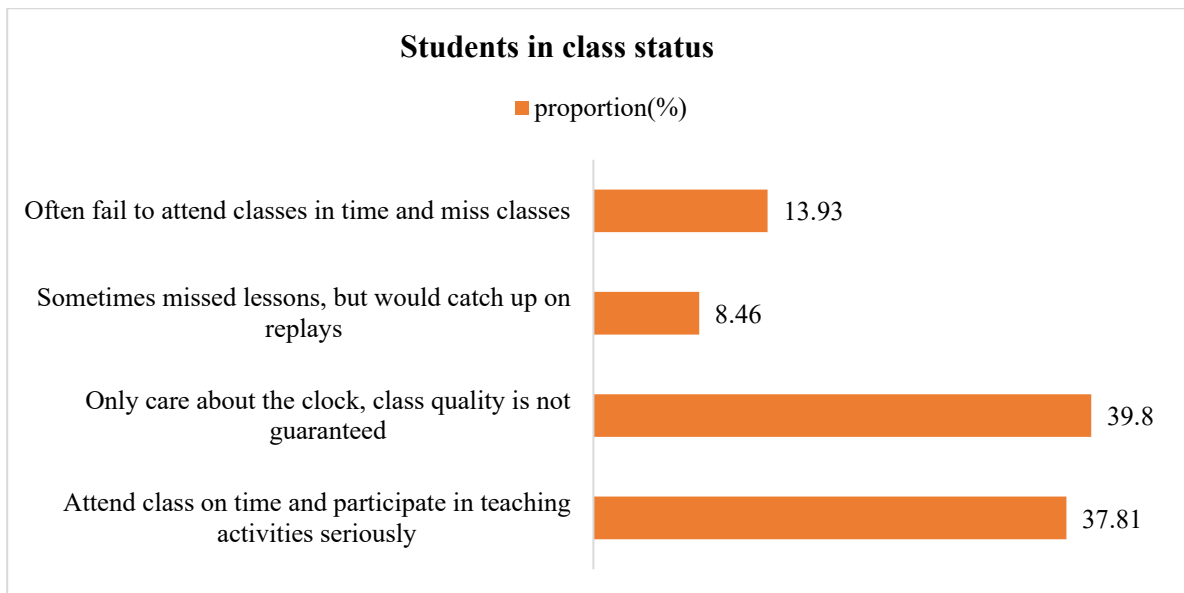


Figure 5. Students in class status

4.1.2.6 Students' online foreign language learning and teacher interaction

When receiving foreign language online classes, many students do not actively participate in every interaction, but only participate in activities that they are interested in. In this survey, this kind of students accounted for the highest proportion of 44.28%, 30.35% of college students took the

initiative to participate in every interaction, 17.41% of college students never participated in the teacher's teaching activities, 7.96% of college students only participated in the necessary links required by the teacher. This shows that it is difficult for students to ensure a good learning state when learning a foreign language online, and online learning is rather disorganized.

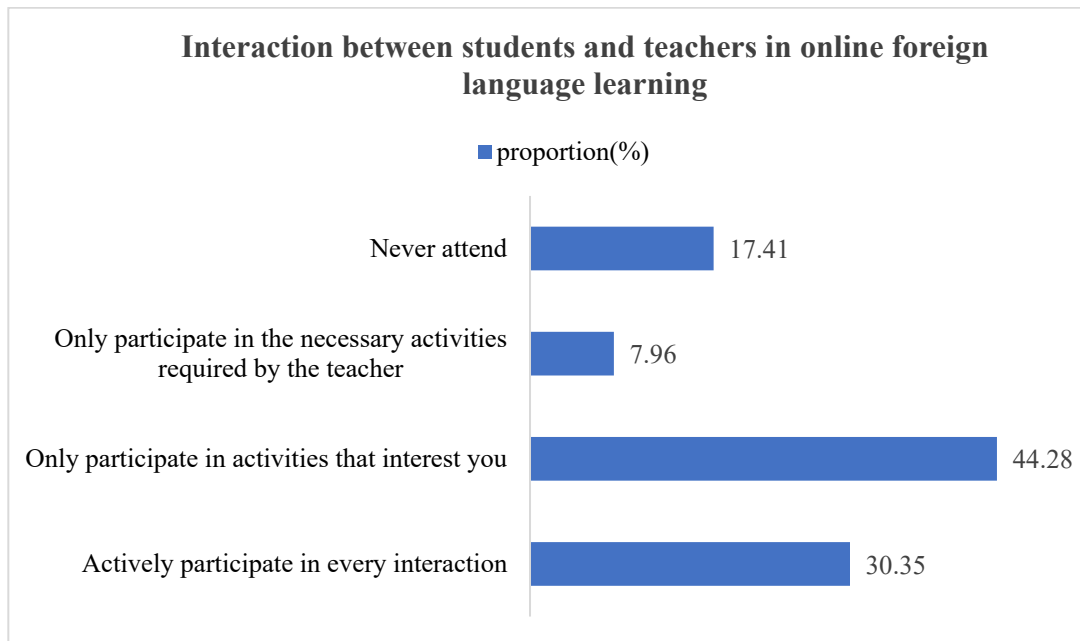


Figure 6. Interaction between students and teachers in online foreign language learning

4.1.2.7 A survey on the shortcomings of online foreign language teaching

A survey on the shortcomings of online foreign language teaching was conducted for students. The survey data showed that most students believed that the main shortcomings of online foreign language teaching were that teachers could not immediately understand students' learning status, that online foreign language teaching lacked on-site supervision by teachers, and that classroom discipline was lax. More than 55

percent of the students said they strongly agreed with the proposal or agreed with it. Secondly, more than 50% of students believe that online foreign language teachers cannot give feedback to students' concerns in the first time, and online communication is not as direct as offline communication, which wastes class time. According to the comprehensive data, the interaction between teachers and students in online foreign language teaching is poor, and the teaching effect is poor.

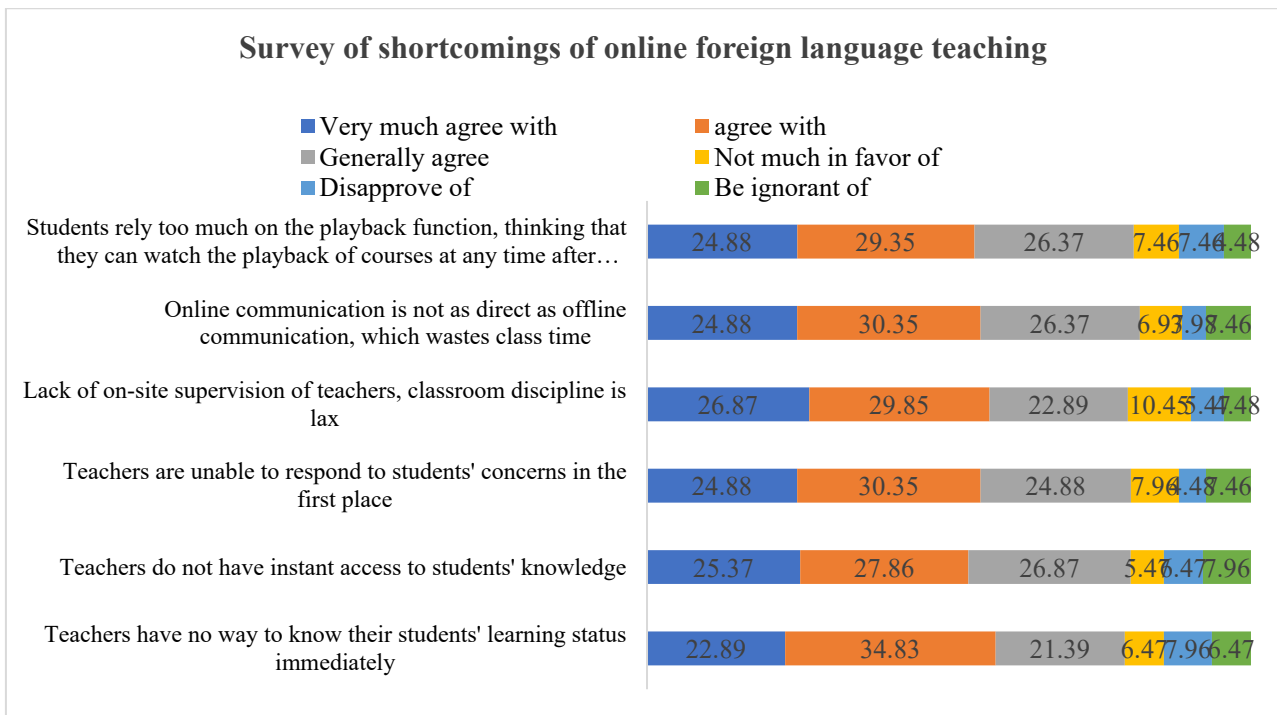


Figure 7. Survey of shortcomings of online foreign language teaching

4.2. Application of network platform in college foreign language teaching

4.2.1. The application breadth of the platform is high, and the hardware equipment of the school is perfect

In the 21st century after the outbreak of the Internet, the digital wave has swept the world in an irreversible situation, the development of related economic industries has skyrocketed, online education has shown a blowout development, and online teaching platform has become a new teaching form of modern education. Although China's network teaching platform started a little later, but has been in a state of vigorous development, in addition to the creation of universities online platforms, but also emerged Chinese university MOOC, NetEase open courses, military vocational education and many other excellent network teaching platforms. At present, the new information technology teaching platform under the network environment has become a new engine to promote the innovation and development of higher education and improve the quality of talent training, and the new generation of network teaching platform has become an important way for many colleges and universities to train top-notch innovative talents. At the same time, the state's support for intelligent education has promoted the network teaching platform to enter the reform of foreign language teaching in colleges and universities, and the school hardware equipment has become more and more perfect. Thanks to the gradually improved hardware equipment in colleges and universities, the network teaching platform has been widely used in college foreign language teaching.

4.2.2. Provide a variety of teaching methods, rich platform resources

With the development of information technology, the network teaching platform constantly improves its function construction. It not only provides a variety of teaching methods for teachers, meets the needs of teachers to innovate teaching methods, and helps teachers to continuously enrich

teaching design, but also provides a variety of learning tools for learners to choose and meet the needs of learners for in-depth learning. The foreign language teaching based on the network teaching platform gives full play to the advantages of the platform to meet students' foreign language learning needs and arouse students' enthusiasm in learning foreign languages. It gives foreign language teachers more flexible teaching methods and expands the space for teachers to carry out foreign language teaching innovation, and also provides rich foreign language learning resources for students to learn more convenient foreign language learning.

4.2.3. In line with students' fragmented learning habits, students have a high degree of recognition of the platform

The network teaching platform provides students with rich and high-quality learning resources, so that students can learn anytime and anywhere and improve learning efficiency. With the development of information technology, in the field of learning, mobile intelligent terminals also continue to penetrate into students' daily life, and the learning habits of contemporary students are characterized by fragmentation. The rich and colorful online learning resources and diversified learning tools in the network teaching platform provide students with the opportunity to learn anytime and anywhere, enrich students' learning methods, meet students' fragmented learning habits, and meet students' personalized learning needs. Moreover, foreign language learning pays more attention to interactivity, and the network teaching platform can provide virtual simulation interaction methods such as keyboard interaction, mouse interaction, voice interaction, tablet/mobile phone interaction, so that students can immerse themselves in foreign language learning.

4.3. Problems existing in the application of network platform in college foreign language teaching

4.3.1. The communication between teachers and students is not smooth, and the platform function needs to be improved

Through investigation and analysis, it is found that the functional structure of the current network teaching platform is not perfect enough, it lacks the functions of in-depth exploration and communication and feedback between teachers and students, and the communication between teachers and students is not smooth, which is difficult to meet the needs of foreign language learners in deep learning and teachers in improving the effect of foreign language teaching. Most students believe that learning through online teaching platforms is difficult to meet the needs of information exchange between teachers and students, and thus cannot timely solve the communication barriers caused by differences in time and space. Secondly, although the platforms have functions such as online check-in, in-class examination, and quick answer, which have certain supporting ability for general teaching activities, they generally lack supporting functions for highly interactive foreign language teaching activities between teachers and students. In the foreign language teaching activities carried out by relying on the network teaching platform, at the present stage, the network teaching platform cannot continuously record the foreign language learning process of students, and it is difficult for teachers to immediately understand the learning status of students. Moreover, the platform cannot make process evaluation on the learning data of students, and it is difficult for teachers to understand the foreign language knowledge of students, and it is difficult for online and offline teaching to smoothly connect.

4.3.2. Students' independent learning ability is weak, and the utilization rate of platform resources needs to be improved

The convenient and open network teaching platform provides a superior independent learning environment for students to learn foreign languages, and also puts forward higher requirements for students' independent learning ability. Through this survey, it is found that the platform's rich information resources meet students' learning needs, but students' self-regulation, self-evaluation and innovation abilities are relatively weak. Most students can not take the initiative to participate in online learning interaction, relying too much on the platform playback function, thinking that they can watch the playback of courses at any time after class, which decreases the efficiency of classroom learning. In the process of online learning, most students are not clear in their learning ideas, and they cannot timely analyze their own advantages and disadvantages, make an overall evaluation and choose their own learning methods. Faced with the network environment, students show many problems such as lack of interest in independent learning and weak consciousness, which seriously affects the effect and efficiency of online foreign language learning, and the rich learning resources of the platform are not fully utilized.

4.3.3. The network teaching quality of teachers is insufficient, and the deep application awareness of the platform needs to be strengthened

The network teaching platform has the characteristics of high sharing and high openness, and the online course relies

on the platform to achieve high reproducibility, which can provide flexible learning resources for students and reduce the burden of offline teaching. However, according to the survey data, the current foreign language teaching in colleges and universities is still dominated by the traditional teaching mode - offline classroom teaching, and the online foreign language teaching relying on the online teaching platform is mostly carried out by live broadcast and video broadcast, and the utilization rate of platform functions is low. On the one hand, college teachers themselves have perfected the offline foreign language teaching system with distinct teaching styles. Moreover, under the influence of the traditional concept of foreign language teaching in colleges and universities, they have insufficient cognition of foreign language teaching relying on network teaching platform, and it is difficult to enrich foreign language teaching methods by deep use of network teaching platform. On the other hand, online teaching started late, and college teachers lack network teaching literacy. Although they have made use of the teaching platform, they may only stay at the level of PPT, and their awareness of the in-depth application of the platform needs to be improved. In addition, the lack of cognition of the functions of the network teaching platform and the unfamiliar operation of the platform make it difficult to give full play to the advantages of the platform resources and functions, and it is difficult to closely combine the platform with daily teaching, so as to achieve the purpose of optimizing teaching.

5. The Improvement Strategy of Network Platform Application in College Foreign Language Teaching

5.1. Further improve the platform functions to promote teacher-student exchanges

5.1.1. Improve platform functions

In view of the functional architecture of the current network teaching platform, in addition to some basic check-in, homework, and examination functions, the platform can also add appropriate interactive learning sections, such as: Online discussion, teacher question answering, group discussion and other functions encourage students to ask questions and feedback, actively share learning experiences, pay attention to students' feedback, and timely adjust teaching strategies to meet students' needs. Let the network teaching platform become a tool to promote further communication between teachers and students, rather than a single output of teaching activities by teachers. In addition, it is necessary to optimize the management of learning resources. By establishing a rich library of learning resources, it is convenient for students to conduct independent learning anytime and anywhere, and provide resource uploading and sharing functions to encourage knowledge sharing among students. At the same time, in order to better improve the effect of online teaching, intelligent auxiliary teaching system can also be introduced, and artificial intelligence and big data technology can be used to provide personalized learning suggestions and resource recommendations for students, and provide suitable learning guidance for each student.

5.1.2. Smooth connection between online and offline

Design a hybrid teaching mode that integrates online and offline teaching, combining the flexibility of online teaching and the deep interaction of offline teaching, and design a hybrid teaching mode that conforms to the characteristics of

foreign language learning. For example, flipped classroom is a very common teaching mode in college foreign language teaching, which turns over traditional classroom teaching methods, allowing students to learn independently through online resources before class, and discuss, interact and practice in offline class. Through a complete set of teaching modes before class, during class and after class, the smooth connection between online and offline foreign language teaching in colleges and universities is realized. In addition, it is also necessary to establish an evaluation system integrating online and offline learning results, classroom performance, homework completion and offline performance into the evaluation system, focusing on the process evaluation of students, and comprehensively evaluating the learning effect of students.

5.2. Cultivate students' autonomous learning ability and improve the utilization rate of platform resources

5.2.1. Student level

For the cultivation of students' independent learning ability, teachers and platform mechanisms can only play a supervising and supporting role, and mainly rely on students' independent learning. Students should set clear and specific learning goals for themselves, including short-term and long-term goals, clear learning direction, and maintain learning motivation. Make a detailed study plan, including study time, study content and study method. Plan out your daily or weekly study tasks and make sure that you are able to study according to the plan. In addition, students should actively make use of online resources, such as online teaching platforms, online courses, learning software, etc. These resources provide a wealth of learning materials and learning tools, and students should learn to learn independently and effectively use learning resources, rather than relying on them. At the same time, it is also necessary to improve the ability of self-regulation, self-evaluation and innovation. Improve your learning efficiency and self-management skills by setting a schedule, setting reminders, and maintaining a positive attitude. And regularly reflect on and evaluate their own learning process, timely find and solve the problems in learning. Adjust learning strategies and methods timely according to learning results to improve the effect of independent learning.

5.2.2. Platform level

The network teaching platform can analyze students' learning characteristics and needs through their learning behavior, performance and other data, and recommend suitable learning resources and courses for them. This can improve students' learning efficiency and increase their utilization of platform resources. The platform can also set up a reward mechanism to encourage students to actively use the platform resources for learning. For example, set up study time reward, reward for completing homework, etc., to stimulate students' learning motivation. At the same time, the platform should provide timely learning support and feedback, answer students' questions in the learning process, and provide learning advice and guidance. This can help students make better use of the platform resources and improve the learning effect. In addition, the user experience issue cannot be ignored. The simple and clear interface design, smooth operation process and friendly interaction mode can greatly improve students' interest in using the platform and improve

the utilization rate of platform resources.

5.3. Improve teachers' teaching quality and cultivate platform application consciousness

In view of the current situation of offline teaching in college foreign language teaching, the first thing to change is teachers' cognition of online teaching and cultivate teachers' quality of online teaching. First of all, the policy force, colleges and universities can introduce relevant policies to encourage teachers to use the network teaching platform for course design and teaching implementation, such as providing additional class fees, teaching resources construction funds. And set up a reward mechanism to commend the teachers who have made outstanding achievements in the application of the network teaching platform, and stimulate the enthusiasm of teachers to use the network teaching platform. In addition, most college foreign language teachers are not familiar with the relevant functions of online teaching platforms, let alone the smooth connection with offline classes. Therefore, it is very important to organize regular training on the use of network teaching platform. The main functions of the network teaching platform are introduced in detail to teachers, such as resource management, online teaching, student interaction, homework assignment and correction, data statistics, etc., so that teachers have a comprehensive understanding of the network teaching platform. In addition, special skills training courses should be organized to focus on training teachers' practical skills on the platform to ensure that teachers can master the basic operation and teaching methods of the platform. After the training, continue to follow up the use of teachers to understand their needs and feedback. According to teachers' feedback, timely adjust the training content and methods to meet the needs of teachers in actual teaching.

6. Closing Remarks

The combination of online and offline hybrid teaching mode has been the trend of The Times and has become the new normal of college teaching reform. As a new teaching form of modern education, network teaching platform is applied in college foreign language teaching. It can not only provide teachers and students with timely feedback teaching environment, expand foreign language teaching methods and means, but also promote the deep integration of modern information technology and foreign language teaching, and promote the effective innovation and development of college foreign language classroom teaching and the continuous improvement of teaching effects.

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