Research on the Construction of Social Software in the Learning Community of University Teachers and Students

Fang Chen
Nanchang Institute of Technology, Nanchang, Jiangxi, 330099, China

Abstract
In the new era of science and technology, social software as a medium, helps university teachers and students builds a learning community, form a teaching culture of university teachers and students community, and cultivates innovative college students in the new era. The paper analyzes the possibility of construction of social software in the field of learning community of university teachers and students.

Keywords
Social software; Learning community; Teacher-student community.

1. INTRODUCTION
The 21st century is an era of rapid development of science and technology. Information technology and modern science and technology promote the progress of Internet, big data, mobile applications, short video, artificial intelligence and other technologies. High tech technology is increasingly infiltrating into people's lives, especially with the emergence of social media software. Way of communication, trading and thinking have undergone great changes. "Social software" goes deep into all aspects of life, and also affects college students who have the ability of autonomous learning in the new era. It enables them to accept new knowledge in the information age, and promotes college teachers to become lifelong learners. Social software has changed people's work and life style, the way of communication between students and teachers, and the way of cooperation between teachers and students. The teacher-student learning community based on "social media software" is a new teaching culture in the mobile Internet era.

2. THE CONNOTATION OF "TEACHER-STUDENT COMMUNITY"
The concept of "community" was first put forward by the German scholar Tennessee. "Community" refers to a group with the same goals or common interests and willing to go together. "Community" emphasizes the homogeneity, sense of belonging and identity between people in the community from the perspective of sociology. Learning community with a common vision, has a common goal to learn together, share interest in learning, and participate in the ideal vision of the organizational form. Learning community is a learning organization composed of learners and students. It aims to promote the all-round growth of its members, takes the completion of common learning projects or tasks as the carrier, emphasizes interactive learning in the learning process, and influences and promotes each other through interpersonal communication, exchange and sharing of various learning resources. As a leader of community construction, teachers can not only make detailed plans, design projects or tasks, and guide students, but also act as community managers and team coordinators. Under the guidance of teachers, students in the community carry out exploratory and critical learning to improve their learning ability. At the same time, both teachers and students are committed to seeking truth and discovering new knowledge together. Therefore, in the framework of
teacher-student community, teachers and students are one and two sides, and teaching on this basis also has unique significance. The cognitive level emphasizes teaching students in accordance with their aptitude in the teaching process to stimulate students’ learning motivation and enhance teachers’ working motivation; the emotional level emphasizes mutual trust and love between teachers and students in the teaching process. Only close emotional communication between teachers and students can touch the essence of education.

3. THE APPLICATION OF SOCIAL SOFTWARE IN UNIVERSITY TEACHING AND LEARNING

In the era of Internet technology and related tools emerging in endlessly, social software has penetrated into everyone's life and work, among which QQ and Wechat are the most frequently used social tools in China. Wechat has the characteristics of high efficiency and real-time transmission. In College English teaching, the use of Wechat can improve the teaching effect and quality, and enhance the effective communication between teachers and students.

3.1. Stimulating Students’ Interest

In today’s information age, college students are facing the impact of complex information. How to select high-quality and useful information is an obstacle in front of them. Wechat group can help teachers share English resources, share teaching videos, or recommend official account through Wechat platform or circle of friends, so that students can grasp effective resources and stimulate students’ enthusiasm and initiative in learning.

3.2. Strengthening the Timely and Effective Communication Between Teachers and Students

Wechat has a strong interactivity. Learners can write down what they want to express at will to realize the communication and sharing with others. Wechat provides convenience for teachers and students. Teachers can communicate with students about the problems that are not explained clearly in class at any time, and students can also record the contents that they don’t understand on Wechat. The traditional “Teacher centered, students only listen” classroom model will change a lot. Students can use Wechat, originally used for communication and entertainment, to become a new way of learning and communication.

3.3. Promoting the Common Progress of Teachers and Students

With the help of Wechat, teachers upload some excellent courseware and teaching videos of famous teachers to share new English knowledge. It not only helps teachers master the latest English subject trends, but also enables teachers to keep pace with the times and understand the development trend of the times. Understand the students’ interests, according to the characteristics of students, assign the corresponding homework. In this kind of teaching environment, students can adapt quickly, master knowledge quickly, form ability and make progress.

4. HOW TO BUILD A COMMUNITY OF COLLEGE STUDENTS AND TEACHERS THROUGH SOCIAL SOFTWARE

4.1. Establishing Wechat Electronic Database to Let Teachers Teach and Students Learn

Teachers can publish the teaching content in the form of e-books in the official account of Wechat, let students watch, and design the format of electronic books with software to improve students’ interest in reading. Through Wechat platform, teachers can obtain the latest subject knowledge, and integrate perfect and hierarchical English reading materials in the form of words and pictures for students to watch and learn. Meanwhile, teachers can also set dialogues
in Wechat official account. Students can express their opinions and ideas in the dialog box. Teachers can further improve the content of Wechat official account according to the feedback from students. This positive feedback can improve teachers’ teaching and students’ learning. For example, the official account of good morning English provides the latest English information and expressions in English slang and Internet vocabulary. Teachers and students can get the latest knowledge and exercise listening through this platform. Meanwhile, teachers input words that are accurately mispronunciation in Wechat keyword, and let students get relevant videos and sounds from Wechat official account, listen and read aloud, and improve their oral English ability. When students input a specific English word, they can extract the teaching content of a unit for systematic learning.

4.2. Evaluating the Test Through Social Software Program

The powerful function of social software and the fast speed of updating iteration are a challenge for both teachers and students. Teachers need to design a new evaluation system according to the program, and master the use of social software to meet the teaching needs through research and learning or related network training. According to students’ learning level and thinking development, teachers choose written test, oral test, daily observation and other evaluation methods. Observation method, group cooperation method and assignment design method can be used for observation. Teachers can issue virtual learning awards in Wechat according to students’ learning situation. For students, they can learn and test directly on the software. Communicate with teachers in time through test feedback.

4.3. Building the Presupposition of Teacher-Student Community by Strengthening the Use of Social Software Preview

In the traditional teaching, the teacher will arrange the preview link before class, but can’t supervise. Wechat platform provides a very convenient preview function for teachers to supervise students’ Preview. Students can also preview before class through Wechat preview function, and have a comprehensive understanding of the new curriculum content, which helps to improve learning efficiency. For example, in the next unit, teachers can publish relevant videos, popular science videos and articles in the Wechat group in advance, or publish relevant background articles in the circle of friends. In addition, through Wechat preview function, students can master idioms in addition to preview. Using Wechat to play related idioms, the language used in character expression is also quite colloquial. Through the use of Wechat preview, teachers and students can do their best in the teaching process to maximize the effect.

4.4. Making Use of the Multiple Functions of Social Software to Analyze the Difficulties and Key Points of Learning, and Building A Harmonious Coexistence Between Teachers and Students

Social software can provide rich dynamic videos and online lectures, and organically combine the themes, scenes, tasks, activities, functions, pronunciation, grammar and other elements in life and teaching. It is expected to be true and novel, and it takes into account both life and career scenes. The language repetition rate is high. Students can download micro lessons from the network by themselves and display them through Wechat. Wechat platform can focus on diversified cooperation according to the scene and task, and effectively cultivate students’ ability of cooperative problem-solving. At the same time, teachers can carry out language training according to the content of students’ English training, cultivate students’ oral communication ability, let students actively obtain perceptual experience, which is of great help to improve students’ English reading ability, oral communication ability, oral communication ability, thinking development and healthy development. In the process of middle school English classroom teaching, many English vocabulary and grammar are difficult to understand and master for students with low English level. In the process of learning, in the face of many
changes in grammar and sentence patterns, teachers can encourage students to use Wechat official account and guide and sort out key and difficult knowledge in class.

4.5. Using Social Software to Promote Discussion and Communication Between Teachers and Students after Class

After class discussion and communication is an important embodiment of the existence of teacher-student community. As a medium, social software plays a good role as a bridge. In addition to classroom learning, students can expand their learning space, supervise the completion of homework and consolidate the content after class with the help of Wechat technology. With the promotion and application of Wechat technology, College English teaching has changed the unified single teaching mode combining the time in class with the time after class to the greatest extent. Teachers can interact with students' parents in real time, understand students' learning situation at any time, answer students' learning problems in time, and make use of the network platform to communicate. If there are other students who can answer the questions, the teacher should give the student oral or substantive praise. Due to the timely solution of the problem, the sense of achievement and satisfaction of students' learning will be greatly improved, and then the students' learning enthusiasm will be improved. In order to improve the overall teaching efficiency, teachers can use Wechat to initiate group chat through some topics, so that students can discuss freely and each student can actively participate in the discussion. After discussion, students report the results of self-study and study.

ACKNOWLEDGMENTS

This research was supported by the Educational Science Planning Fund Project of Jiangxi Province "Research on the Efficiency of WeChat Narrative in the College Teacher-Student Learning Community" (No. 18YB258).

REFERENCES


