The Application of Micro Assistant in English Reading Class

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ABSTRACT. *Micro assistant is a kind of classroom interactive tool developed under the background of modern network, which can fully meet the learning needs of modern students and is conducive to the improvement of teaching quality. However, due to the short development time, many teachers don't understand this, and some problems inevitably appear in the application. Based on the English reading course, this paper will elaborate the application advantages of the micro assistant, and analyze the application problems and corresponding application strategies of the micro assistant.*

KEYWORDS: *Micro assistant; English reading class; Application*

1. Introduction

English is an important subject in the teaching system, which has the function of training international talents. English reading is a necessary means for students to learn English. Therefore, modern colleges and universities have set up English reading courses, aiming to achieve the purpose of talent cultivation through English reading. Computer Internet plus concept is introduced to enable students to read English better. The idea of Internet plus is introduced to enable students to read through computers and mobile phone. This can satisfy the needs of modern students, and at the same time, it is possible to encounter difficulties when students read self-service. Therefore, the software of micro assistant is added to the Internet plus. The successful use of the online reading class has enabled students to interact with each other in the course of learning behavior, or to interact with teachers and students. It also can explore problems and detect problems together. It shows that the application of micro teaching assistants can make Internet plus English reading class more efficient and promote the development of classroom teaching quality [1].

However, from a practical point of view, although modern colleges and universities are aware of the role of micro assistants, so a large number of such software is introduced, but because they do not understand micro assistants, there are many problems in the application of micro assistants, such as the function of micro assistants is not perfect, online and offline classes are separated from each other, students' learning behavior in micro assistants is not controlled, and so on. These problems represent the work of micro assistants Can not penetrate into English reading class, need to further improve. This topic is to solve the current problems, so that the micro assistant teachers can better integrate into the English reading class, which has a certain practical significance.

2. Application Advantages of Micro Teaching Assistants

2.1 Enrich Classroom Resources

First of all, because the development platform of micro assistant is "wechat", the operation of micro assistant needs to take "wechat" as the information transmission medium. Under this condition, when English reading can be carried out, teachers can use wechat to push different types of English reading materials to students, which are various (see Table 1 for the types of common materials), so that the reading resources in English reading class will become more abundant, which is conducive to the improvement of students' reading interest. Secondly, under the application of micro assistant teachers, we should advocate the concept of "people-oriented", in which "people" refers to students, so teachers should put students in the dominant position of "knowledge builder", and encourage students to complete reading independently, but it is worth noting that teachers should always pay attention to students' reading performance. If students encounter problems in reading or deviate from the learning track, they should be given timely it is the teacher's responsibility to give guidance when applying the micro assistant. For example, in an English reading class, an English teacher sets his / her micro assistant account as an

"Administrator" account, and the student account is a "user" account, so that the reading behavior of students in the micro assistant platform will be recorded as information. According to the information, the teacher can know which material each student has read, how often each student has read, and so on. Therefore, it can be inferred that students read Reading behavior status, and finally targeted counseling [2].

Table 1 Common Data Types in Micro Teaching Assistants

Type	Function
English novels	It can satisfy the interest orientation of most students in English reading, make the reading class more vivid, and promote the initiative of students in English reading.
English poetry collection	To cultivate students' sense of English language and their concept of English, to make students understand and accept English knowledge better, is conducive to the improvement of English teaching quality.
English interdisciplinary literature	It can fully cultivate students' English application ability and interdisciplinary quality, and at the same time improve students' attention to English subjects.
English news report	The ability to cultivate students' oral English expression ability and understand the thinking of foreign people in the English cultural background is conducive to the implementation of the purpose of international talents cultivation.

2.2 Improvement of Interaction Quality between Teachers and Students

As mentioned in the above (2.1 to enrich the classroom resources), the micro assistant has the function of information recording, which can promote the communication between teachers and students. Therefore, the frequency of interaction between teachers and students in the process of reading is improved, which is the basis of improving the quality of interaction between teachers and students. At the same time, according to the functional framework of the micro assistant platform, it has three interactive functions: sign in, answer questions and discuss. These functions can further improve the quality of teacher-student interaction. The following will analyze the interaction performance of the three interactive functions. Figure 1 the core functions of the three interactive functions.
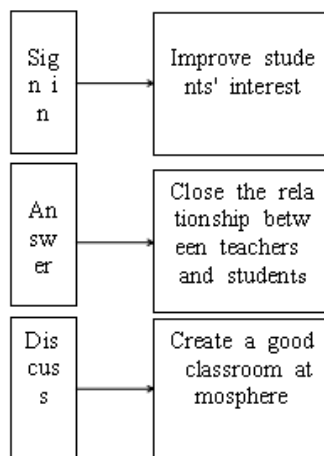
Figure.1 The Core Role of the Three Major Interactive Functions

(1) Sign in

In the English teaching course for micro-teaching assistants, students need to click the sign-in button on the "WeChat" platform. At this time, the top ten students who have completed the check-in will be displayed in animated form on the device terminal. Class "enthusiasm, more willing to read English through micro-tutors, showing a high level of enthusiasm, and teachers can reward the students who sign in the fastest every month (the specific time can be customized), thereby improving teacher-student interaction quality.

(2) Answer questions

In the process of English reading for micro-tutors, students generally learn independently based on independent reading behaviors. However, students' learning abilities and knowledge reserves are limited, so they will inevitably encounter some problems. At this time, if students cannot get help from teachers, it will necessarily make them feel irritable, which is not conducive to the quality of teaching. However, in the micro-assistant's answering function, students can pass on questions to teachers as soon as they can, and teachers can respond in a timely manner, which can help students get through "difficulty" and close the teacher-student relationship.

(3) Discussion

In English teaching of micro-assistant teachers, teachers can propose discussion topics based on teaching knowledge points, and then students participate in topic discussions on the micro-assistant platform. During the discussion, the information of each student's speech will be displayed on the scroll screen in an orderly manner. Create a good learning atmosphere. Under the influence of the atmosphere, the thinking initiative of each student will be greatly stimulated, which shows that the students' active thinking ability is rapidly improving with the help of micro-teaching assistants.

3Micro assistant teaching application problems and corresponding application strategies

2.3 Application Issues

According to relevant research, the application of micro-teaching assistants in English reading courses is very popular, but according to classroom performance, there are still many problems in its application. Table 2 lists three more common micro-TAC application problems.

Table 2 Common Application Problems in English Teaching for Micro-Teaching Assistants

Problem	Description
Students keen to "play with computer or mobile phone"	Because some students prefer to play with a computer or mobile phone, in micro-TA applications, such students may ignore the essence of teaching and secretly use the computer or mobile phone to "play games."
Some teachers 'micro-teacher application abilities and ideas	Due to the short application time of micro-teaching assistants, some older teachers do not understand the application meaning of micro-teaching assistants, and at the same time, they cannot complete the teaching of English reading through micro-teaching assistants.
Micro-teaching online education separates from offline classroom education	Because micro-teaching assistants can complete all educational work online, some teachers will rely too much on micro-teaching assistants, resulting in a decline in the function and necessity of offline education.

(1) Students are keen on "playing with computers or mobile phones"

Computer or mobile phone is a necessary device for micro-teaching applications. Therefore, in micro-teaching applications, students will inevitably come into contact with computers or mobile phones. At this time, some students who like to play games will be affected by their interests and will appear in English reading classes. Passionate about the phenomenon of "playing with a computer or mobile phone", and such phenomena will inevitably lead to a decline in student learning quality.

(2) The application ability and concept of micro-TA for some teachers

Because the "online education" concept advocated by micro-teaching assistants has recently appeared, many teachers are still not familiar with this, especially the older teachers, whose teaching concepts are more traditional and their network equipment application ability is generally not high. Therefore, some teachers' micro-task application abilities and ideas will appear. Such problems will hinder the implementation of micro-teaching assistants in English reading, and affect the quality of English teaching, which needs to be improved.

(3) The separation of online education and offline classroom education for micro teaching assistants

The importance of offline education is irreplaceable. It has important functions such as cultivating students' basic English theories and publishing learning directions. Although these functions can be implemented in micro-teaching online education, the process is uncontrolled and cumbersome. Therefore, in theory, micro-tutor online education and offline classroom education need to be combined with each other. If they are separated

from each other, it will affect the quality of teaching. However, according to related cases, it is known that the problem of separation between online education and offline classroom education for micro teaching assistants is very common and needs attention.

2.4 Corresponding Application Strategy

For application problems, Table 3 lists the corresponding application strategies.

Table 3 Correct Application Strategies of Micro-Ta in English Reading Class

Strategy	Description
Set up special equipment or read "gamification" in English	Use special equipment to prevent students from using classroom time to play games, or let students "play games" in English reading
Carry out teacher competence training	Training for teachers on teaching concepts and micro-TAC operations
Establishment of a mixed English reading course system	According to the "convenience" principle, divide the entire teaching workflow into online and offline links, and do a good job of connection

(1) Establish special equipment or English "gamification"

First set up micro-teaching equipment and network settings, so that students can only learn on the equipment provided by the college, can not download effective from the external network, thereby preventing students from using classroom time to play games. Secondly, "game scenarios" can be set up in English reading so that students can achieve reading while playing games.

(2) Carry out teachers' ability training

In order to fully implement micro-TACs, colleges and universities should train teachers with traditional teaching concepts and inadequate micro-TAC operations. The purpose of this move is to enable teachers to have a full understanding of the role of micro-TACs in English teaching, and to enable teachers to fully understand Application is more important. At the same time, through training, the teacher's micro-teaching assistant's operation level can be improved, so that the online teaching of micro-teaching assistant's English reading can be carried out.

(3) Establishment of a mixed English reading course system

Adhering to the principle of "integration of online and offline education", it is recommended to set up a mixed English reading course system. That is, based on the "convenience" principle, the teaching behaviors that can be carried out more easily online are planned into online education, such as online answering, data transmission, etc., while other teaching behaviors are planned into offline education, and the entire process cannot be omitted. A certain teaching behavior to ensure a perfect connection between the two.

3. Conclusion

In summary, this article has studied the topic of "application of micro-teaching assistants in English reading courses". Firstly, the application advantages of micro-teaching assistants have been explained. It can be seen that the application of micro-teaching assistants in English reading courses is imperative and conducive to English reading. Improve the quality of lessons. Secondly, based on the analysis of the current situation, it can be seen that the application performance of micro-teaching assistants in English reading courses is not good and there are many problems. Therefore, corresponding strategies are proposed. The application of strategies can eliminate problems and give full play to the energy efficiency of micro-teaching teachers in English reading courses effect.

Acknowledgement

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