

## The Connotation, Basic Characteristics and Generation Path of Cloud Classroom Teaching Culture

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### Abstract

Cloud classroom teaching culture is a special cultural form of teaching culture in cloud classroom. It is closely related to modern high-tech information technology and multimedia environment, containing both traditional cultural forms in the marks of modern multimedia technology and information environment, and includes modern new high-tech information technology and multimedia environment. Interpreting the connotation of the cloud of classroom teaching culture, analyzing the cloud classroom teaching culture of five basic characteristics: technical, across time and space, visibility, sharing, diversity, and put forward the cloud classroom teaching culture of five generated path: positioning cloud point to the spirit of classroom teaching culture, shape the new teaching idea; Implement the material culture construction of cloud classroom teaching and lay the foundation for the classroom teaching; To build up the technical and cultural features of cloud classroom teaching and highlight the cultural characteristics of classroom

teaching; Cultivate the behavior culture atmosphere of cloud classroom teaching and gain insight into the details of classroom teaching; To construct the system culture system of cloud classroom teaching and to perceive the standardization of classroom teaching.

**Key words:** Cloud classroom; Teaching culture; Connotation; Basic feature

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### INTRODUCTION

This is an era of great change, economic globalization, scientific and technological informationization, and knowledge explosion have come to the fore. Micro-courses, MOOCs, private lessons, online learning, flipping classrooms, e-books, and the future classroom surge have rapidly changed the organizational form and learning style of education, bringing new forms of classroom teaching to the field of education. Cloud classrooms comes with the development of cloud computing, Internet of Things, Internet, database, artificial intelligence and virtual technology. (Liu, Qu, & Liu, 2016) While changing the teaching form, it also presents a new dilemma in practical teaching and development, such as the conflict between virtual and reality, the separation of human-computer interaction emotions, the imbalance between online and offline, and the loss of cloud classroom learning. To beyond the dilemma of this kind of cloud classroom teaching, it is necessary to construct an intrinsic cloud classroom teaching culture, so as to avoid deviations and anomies in the practice of cloud classroom teaching. Therefore, cloud classroom, as a new type of classroom teaching form in cloud computing environment, explains

the connotation of cloud classroom teaching culture, analyzes the basic characteristics of cloud classroom teaching culture, and the formation of teaching culture in the cloud classroom, which has a very important meaning to transcend the dilemma of cloud classroom teaching, optimize the inadequacy of traditional classroom teaching culture, create a new classroom teaching environment, and stimulate students' interest in learning and personalized learning. In order to provide a valuable reference for the exploration of cloud classroom teaching practice.

## 1. THE CONNOTATION OF CLOUD CLASSROOM TEACHING CULTURE

Teaching and culture close coexistence, and the essence of teaching is a kind of cultural phenomenon. (Wang, 2012) Teaching culture is produced with the emergence of teaching, is the product of teaching practice, is a cultural form that keeps pace with the times, constantly explains, understands and reconstructs. (Yue, 2015) Foreign studies on teaching culture has first emerged in the United States and originated from the discussion of the characteristics of school teaching culture. The first precedent was the American sociologist Waller, in his the 1930s book, *Sociology of Teaching* discusses the characteristics of teaching culture in the school environment under the bureaucratic educational administration system from the sociological perspective, and revealing the "inhumanity" of teachers in this hierarchical environment—hypocrisy, power, and despicable personality characteristics in teaching. From the social level and institutional level, the intrinsic reasons for the deviation of teacher's teaching behavior and consciousness are revealed. (Manabu, 2003) In 1986, the *Teaching Research Handbook* (3<sup>rd</sup> ed.) compiled by the American Association for Educational Research first proposed the word "teaching culture" and it was elaborated in a separate chapter. (Bao, 2004). Since then, the teaching culture has attracted widespread attention. The world also conducts multi-dimensional research on teaching culture. Among them, the earliest definition of "teaching culture" is the American scholars Feynman Nemse and Fowlerton, who believe that teaching culture is the belief and knowledge shared by teachers. Throughout the evolution of teaching culture research, in foreign countries, the study of teaching culture has formed rich academic achievements. More achievements have been made in the study of a specific subject and teaching culture, and it is more inclined to equate teaching culture with teacher culture, but there is less research on the ontology of teaching culture.; in China, since the 1980s, the study of teaching culture has been widely concerned by academic circles, and academic achievements have also shown an increasing trend, the research mainly focuses on the teaching culture's connotation, essence and characteristics, value and function, selection and

dissemination mode, the relationship between culture and teacher education and construction and so on. (Gong, 2011) In addition, there are studies on teaching culture conflict and reconstruction, cultural traditions and teaching, cultural philosophy and teaching culture, cultural change and teaching, teaching culture ecology, and teaching-cultural fields and other aspects. (Liu, 2009) But for the new classroom teaching form of cloud classroom teaching culture research, is still an undeveloped field.

"Cloud Classroom" refers to the use of cloud computing technology and cloud concepts, the integration of educational information resources and systems, on the network to build a high-quality-efficiency, dynamic openness, real-time-interaction and cross-temporal classroom resource sharing platform. In short, the cloud classroom is an online open classroom created with the cloud concept and cloud technology in the context of education cloud and educational big data. (Wang & Yang, 2017) Compared with the traditional teaching culture, the teaching culture under the educational cloud environment has both the generality and the remarkable uniqueness of the traditional teaching culture. It is a new type of teaching culture formed by the modern information technology integrating into classroom teaching in an all-round way. "Cloud classroom teaching culture" refers to the cloud classroom environment created by the integration of modern information technology such as cloud computing technology, Internet, database and virtual technology into classroom teaching in an all-round way. Under the teachers' organization and guidance, teacher-student participation, interaction and construction which following the objective teaching rules, and gradually formed the new classroom teaching culture system and its generated, including teaching material culture, teaching behavior culture, teaching system culture, teaching spirit culture and teaching technology culture.

The cloud classroom teaching culture is rich in content and can be explained from the following five aspects. First, compared with the traditional classroom teaching culture, the cloud classroom teaching culture is a unique teaching environment generated by modern information technology such as cloud computing, Internet of Things and the Internet. Second, the interaction of teachers and students in the cloud classroom teaching culture is to follow the objective teaching law. Under the organization and guidance of teachers, a kind of teaching activity that is symbiotic and harmonious between teachers and students, students and students in and out of the classroom is established. Third, teaching material culture, teaching behavior culture, teaching system culture, teaching spirit culture and teaching technology culture are the basic elements of traditional teaching culture, (Fan & Xie, 2009) is also the basic element and main content of cloud classroom teaching culture, but these basic elements show a spanning, fundamental and unique change under the wave of modern information technology. The fourth

is to give new meanings and new ideas to the basic elements. The teaching material culture is a material entities based on cloud computing technology and IPv6 network technology. Teaching behavior culture refers to the various forms of explicit behavior of each subject in the course of cloud classroom teaching. Teaching system culture refers to the basic guidelines, norms and standards etc. of teacher-student interaction in cloud classroom environment. Teaching spirit culture refers to the value orientation, teaching concept, teaching belief, ideological view, cultivation viewpoint, teaching culture conscious in cloud classroom environment, etc.. Teaching technology culture is based on cloud computing technology and IPv6 network technology to implement a series of intelligent mobile terminals(such as cloud bag, PC, iPad, smart phone, etc.). The fifth is that the cloud classroom teaching culture system is a combination of information technology, teaching rules, teaching interaction, teacher-student dialogue, teaching material culture, teaching behavior culture, teaching system culture, teaching spirit culture and teaching technology culture and other multiple-composite factors integration generation and development.

## 2. THE BASIC CHARACTERISTICS OF CLOUD CLASSROOM TEACHING CULTURE

Compared with the traditional classroom teaching culture, cloud classroom teaching culture, as a new type of classroom teaching culture, has both the general attributes of traditional classroom teaching culture and the unique attributes in the cloud classroom environment. It is this unique attribute that constitutes the basic characteristics of the cloud classroom teaching culture.

### 2.1 The Technical Nature of Cloud Classroom Teaching Culture

Cloud classroom teaching culture is closely related to the technological environment, emphasizing the technical characteristics, (Li, 2018) is a unique culture of cloud classroom teaching with the development of cloud computing technology, Internet of Things, Internet, database and virtual technology. The teaching culture in the cloud classroom environment itself is a new teaching culture form and paradigm, which has been internalized into the reality of the existence of teaching culture in the era of technology. On the one hand, cloud classroom teaching culture is dependent on advanced information technology and must rely on a certain technical medium to generate. PCs, iPads, smartphones, and the Internet etc. are indispensable carriers. (Zhou & Zhou, 2016) Cloud technology is the material carrier of cloud classroom teaching culture. Without the application and dissemination of cloud technology, there is no existence

and evolution of cloud classroom teaching culture. On the other hand, cloud classroom teaching culture needs to be presented and disseminated by means of technical media. In the course of cloud classroom teaching, through the integration of cloud classroom teaching platform and a series of terminals, the cloud classroom teaching culture is more intuitive and easier to experience and understand. In addition, cloud classroom teaching culture uses cloud computing technology as the basic technical means, computer technology and the Internet as the material carrier, information technology as the carrier, and cyberspace as the platform to create a new way of teaching, the direction of thinking and the way of activity for the field of education.

### 2.2 Cross Temporal and Spatial Characteristics of Cloud Classroom Teaching Culture

Compared with traditional classroom teaching culture, across time and space is a notable feature of cloud classroom teaching culture. Modern society is an information society. Under the age of information technology, teaching and learning have gone beyond the traditional classroom space. (Du, 2015) In the traditional class teaching system, what is presented is a microscopic teaching environment. In the single space of the traditional class teaching system, by presenting relevant materials, teachers provide traction for students to learn the content of teaching materials and understand the occurrence and development of knowledge, in order to arouse students' interest, attention, and learning motivation, and thinking, exchanging and exploring the knowledge of teaching materials, promote the growth of students' knowledge and skills. Cloud classroom teaching environment is not only a traditional fixed class teaching model, its remarkable characteristics are manifested in cross-temporal characteristics of crisscross of macro level and micro level. With the gradually popularization of cloud computing, Internet of Things and virtual technology, teaching environment is no longer a concept of physical space, but by tens, hundreds, or even thousands of cross-physics spaces to forming teaching time and space and its management platform controlled multi-mobile terminal teaching community. (Zhong, 2010) For example, in the classroom teaching, the teacher can upload the teaching materials such as teaching courseware, teaching plan and teaching requirements to the cloud classroom teaching platform through the cloud platform in the form of absence. The students can download and learn at any time and place, it is not restricted by region, time and space. Obviously, the cloud classroom teaching environment has changed from a single, micro teaching space to a number of, macro teaching space and continue to form a broader teaching community. Teaching under such a teaching community makes the interaction between teachers and students presents a characteristic of cross-temporal nature. Learning and teaching are no longer confined to single

fixed space and the environment of teacher education and the environment of student learning are reconstructed, and the spatio-temporal nature of classroom teaching culture in the information technology era is formed.

### **2.3 The Visibility of Cloud Classroom Teaching Culture**

The visibility of cloud classroom teaching culture is derived from the visibility of cloud classroom teaching interaction. (Zhang, Li, Shu, & Zhang, 2016) The so-called “interaction”, which originates from the interaction of people and machines in the computer field. It is a social term that was later introduced into the field of education. “Interaction” is a broader concept. In *The Great Dictionary of Education*, interaction is translated into “interaction”. “Visualization” means using computer graphics, image processing technology, computer visual technology, people-computer interaction design and computer-aided design, converts data to a graphic or image and displays it on the screen, and theory, methods and techniques for interactive processing. (Zhan & Shen, 2011) With regard to teaching interaction, the academic community has not yet developed a unified and precise definition. In general, teaching interaction is the two-way flow of teaching information between teaching and learning. It mainly includes three types of teaching interaction: “man-person”, “man-machine”, and “man-machine-person”. (Cai, 2001) Based on the above analysis, teaching interaction in cloud classroom teaching refers to with the organization and guidance of the teachers, learners in the learning process in the initiative and learning environment of teachers, students, materialized learning resources occur between the interaction, mutual communication and mutual construction. For example, teachers-students, students-students, students-learning resources, teachers-technical media-students, students-technical media-students and other interactive forms, thus to promoting the achievement and all-round development of students’ learning goals. The visualization of cloud classroom teaching interaction is based on cloud computing technology and IPv6 network technology. Teachers use visual technology to create teaching situations that can be perceived by students. Generate visual teaching resources related to teaching goals and text information (such as images, three-dimensional models, sounds, music, animations, etc.), and then use the cloud classroom teaching platform to communicate with students. Promote the interaction between teachers and students, students and students, students and teaching resources, so that the teaching content is more vivid, experienced, and perceived, so as to enhance the teaching effect and promote students’ pleasant and healthy development.

### **2.4 The Sharing of Cloud Classroom Teaching Culture**

The classroom teaching culture under cloud classroom

teaching environment has the characteristics of sharing. (Sun & Chen, 2017) In the traditional classroom teaching environment, because of the lack of teaching information sources and the limited teaching technology conditions, there are differences in students’ knowledge, information, and ability backgrounds, and students have different situations in classroom learning. The cloud classroom in the era of information technology broke the monopoly of teaching information and knowledge among a small number of students in the traditional classroom. In the cloud classroom platform, learning resources are open and dynamic, and teachers can perfect resources anytime, anywhere. Each student (including students of different majors, students of different grades, students from different schools, etc.) can download, query, and share information and knowledge in real time. In addition, students can not only learn relevant course information resources, view course announcements, and compare and analyze comments on various aspects such as activity exchange sections (such as messages, logs, and forum posts), and publish their own views or conduct cooperative learning and can also keep your own learning records and build your own resources according to your own interests, so that you can enjoy personalized self-service, presence, and creativity on the Internet platform. (Sun et al., 2017) It can be said that the cloud classroom has built an open, relaxed and shared network teaching scene, which embodies the sharing of teaching resources, creates a personalized learning environment, and makes it possible for students to personalize learning.

### **2.5 Diversity of Teaching Culture in Cloud Classroom**

The diversity of cloud classroom teaching culture stems from the complexity of cloud classroom teaching community. The community is an ecological term. Modern ecology believes that the population is the basic unit of existence of the species. No one population can exist independently in nature and all need to be interconnected with other populations, therefore, in a specific space or specific habitats, a regular combination of biological population formed a community. (Li, 2005) The concept of “community” is introduced into the cloud classroom teaching situation will give new connotation. The cloud classroom teaching community is a community composed of teachers, students, teaching resources (or learning resources), teaching media, schools, classrooms, parents, friends and other populations. Each species and populations of this community interact and interact with each other to form a complex cloud classroom teaching community with a certain structure and function. This kind of cloud classroom teaching community can realize the interaction between teachers, students and parents, classroom interaction in the same classroom, interacting with other classrooms in the same school, interact between multiple classrooms across schools and interaction

between factors such as family-environment and social-environment. Interaction in such a teaching community also presents the complexity of the cloud classroom teaching community. It includes not only a clear purpose, but also autonomous selectivity; its teaching time can be real-time or non-real-time; its structure may be rigorous or loose; its teaching form can be online learning (virtual: cloud classroom), or offline learning (physical: traditional classroom) and so on. It is the complexity of this teaching community that makes cloud classroom teaching present the multi-dimensional integration and symbiosis of different classroom teaching cultures, different classroom cultures, different teacher cultures, different learning cultures, and different family background cultures etc.. Construct the diversity of cloud classroom teaching culture.

### 3. GENERATION PATH OF CLOUD CLASSROOM TEACHING CULTURE

The cloud classroom has both the mark of the traditional classroom and the uniqueness under the observation of modern information technology. In addition, showing the diversity of “teaching and learning” form, but also increased the complexity of the cloud classroom teaching culture. And the definition of the meaning of cloud classroom teaching culture, is defined to provide a reference basis for revealing the generation path of cloud classroom teaching culture. The cloud classroom teaching culture is mainly generated by five aspects: cloud classroom teaching material culture, cloud classroom teaching system culture, cloud classroom teaching spiritual culture, cloud classroom teaching behavior culture, and cloud classroom teaching technology culture.

#### 3.1 Positioning the Spiritual and Cultural Orientation of Cloud Classroom Teaching, Forming a New Teaching Concept for Teachers

Any form of teaching organization or teaching activities, its ultimate direction is to promote the all-round development of students, cloud classroom teaching is no exception. The ultimate direction of the spiritual culture of cloud classroom teaching is the realization of the “complete person” of students. (Tao, 2009) As the organizer, operator and realizer of cloud classroom teaching, teachers’ thoughts and actions etc. in teaching concepts and teaching behaviors will affect the final formation of the spirit culture of cloud classroom teaching, in which the change of teaching concepts is the premise. First, teachers should essentially identify with the cloud classroom teaching concept and cloud technology, and put it into practice. First, teachers should essentially identify with the cloud classroom teaching concept and cloud technology, and put it into practice. The cloud classroom is a mixed teaching model consisting of “self-learning before class”, “learning in class during class”,

and “consolidating learning and feedback after class”. In which, Pre-Class and After-Class are conducted in the cloud classroom, but Class is carried out in the classroom. Teachers are required to upload teaching courseware, teaching video, teaching plan, teaching requirements and related teaching materials to the cloud classroom before class, use the cloud classroom teaching platform to answer doubts in the class, after class into the cloud classroom teaching platform to review student assignments. This requires teachers to actively participate in various types of training and independent learning, improve their own information literacy and data literacy, in order to meet the needs of modern information technology era classroom teaching reform.

Secondly, teachers should form a dialogues between teachers and students. Conversational teaching culture is the key to the formation of spiritual culture in the cloud classroom teaching. Influenced by knowledge centralism and traditional teacher’s dignity, knowledge itself becomes the purpose of education, and teachers become the authoritative spokesperson and transmitter of knowledge, faithfully and effectively teach students the contents of official courses, form knowledge to teacher to student’s unidirectional linear relationship, and to the alienation of students of different personalities into the same existence, and the integrity of individual students, vitality of life, richness and creativity are ruthlessly stifled. In this one-dimensional classroom teaching, people are alienated as marginal people exist, not only students aphasia, teachers also lose their independent personality, causes the teacher and the student double main body’s loss and helpless. Cloud classroom teaching philosophy: “Student-centered, to build personalized services to promote the overall development of students.” Its essential feature is the return of students’ subjectivity and the manifestation of individuality. Knowledge learning under the concept of cloud classroom teaching is no longer static, but dynamic. It is a form of interactive, generative learning and teaching which is based on students’ autonomy, cooperation, inquiry and construction, and supplemented by teachers’ organization, guidance and assistance. In this process, there is bound to be happen act of intercourse, which will inevitably produce interaction and achieve mutual communication and integration. (Sun, 2001) As far as teaching activities are concerned, dialogue is not only a simple communication between teachers and students, but also a premise of “I-you” relationship. Knowledge flows, resonates and grows in the life experiences and spiritual dialogue between teachers and students. (Jaspers, 1991) In fundamental terms, teachers should change the traditional autocratic teaching concept, regard students as entities with spiritual life, pay attention to the value and significance of students’ existence as individuals, care about students’ adaptability differences in classroom learning, arouse students’ autonomy in learning, highlight students’ right to speak in learning, and let students feel

the presence of themselves subject, and also through dialogue and understanding, teaching interaction and other teaching situations, thus realizing the intersubjectivity between teachers and students. In a word, teachers reshape teachers' teaching concepts from the perspective of students' individual life integrity, dynamic generation and development, and to create a kind of the cloud classroom teaching spirit culture which is harmonious, dialogue, symbiotic and also has life-vitality.

### **3.2 Implementing the Material Culture Construction of Cloud Classroom Teaching, Lay the Cultural Foundation of Classroom Teaching**

Teaching material culture is a kind of material entity which is exposed in physical form, and can be perceived directly and reflect the characteristics of teaching activities, and provides necessary precondition and necessary guarantee for teaching and learning activities. (Du & Hu, 2017) The formation process of material culture in cloud classroom teaching is actually a question about its growing point. To ensure the continuous generation of cloud classroom teaching culture, it is the premise and foundation to implement the material culture construction of cloud classroom teaching. The "Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020)" points out that an advanced, practical and efficient teaching platform for digital education resources should be built; and the "Ten-Year Development Plan for Educational Informatization (2011-2020)" stresses that education informatization should be placed in the strategic position of promoting the modernization of education and based on the construction of quality education resources and information learning environment. These policies are introduced to provide realistic basis for the implementation of the material culture construction in cloud classroom teaching. In the cloud classroom teaching, whether it is the pre-class teacher teaching courseware, the production of instructional video, teacher guidance and help students' learn in the class, in the after class to review the student assignments and analysis of the generated data, all involved in computer, network technology and Intelligent Mobile terminal. Therefore, the government, education authorities, schools should from establish and improve the teaching material safeguard system and so on to implement, and continuously improve the carrier of material culture in cloud classroom teaching. For example, strengthen the self-organization construction of teaching resources, so that teaching resources from disorderly to orderly; purchase or create diversified, high-quality teaching resources to provide content-rich, effective information resources; upgrade and transform the cloud classroom teaching platform to provide a good interactive teaching platform interface; to equip teachers and students with personal computers and smart mobile terminals to reduce the cost of teaching and learning in the cloud classroom; improve the efficiency of campus

network operation, so as not to cause a lag phenomenon, affect the cloud classroom teaching and learning experience.

### **3.3 Create a Technical Culture of Cloud Classroom Teaching, Highlight the Cultural Characteristics of Classroom Teaching**

Cloud classroom teaching technology culture is the omnidirectional infiltration of modern high-tech technology and information multimedia and teaching and is the inevitable appearance in the information technology era., (Wen, 2018) is also a typical feature of cloud classroom teaching culture. Cloud classroom teaching technology culture is based on cloud computing technology, Internet technology, intelligent mobile terminal teachers teaching technology culture and the sum of the technical culture of student learning, including breaking through a single teaching space-time, the individualized requirement of adapting teaching and learning, easy to monitor and evaluate the three salient features. The technical culture taught by teachers in the cloud classroom is that teachers integrate teachers' teaching concepts and teaching objectives in the teaching process, and use cloud classroom teaching platform and various media technologies to transmit teaching information (including texts, notices, videos, pictures, materials, courseware, etc.) the sum of the norms of conduct and value tendency. Students learn the technical culture, refers to the students in the cloud classroom learning process based on learning tasks and their own learning objectives, applying computer network technology and intelligent mobile terminals to interact with teachers, students and learning resources. And achieve the expected learning results of the behavioral norms and value of the sum of tendencies. It can be seen that technology not only enriches the capacity of human cultural development, but also promotes the transformation of educational organization mode and teaching form. Therefore, to create the technical culture style of cloud classroom teaching, need to start from the two aspects of technology of teacher teaching and students' learning technology, but it is not just the presentation of media technology in terms of learning, application and enhancement etc. And should also see the emergence, evolution, cultivation and other excavation of human nature of media technology, as well as the view of life in the course of teaching interaction. But also to constantly improve the construction of cloud classroom teaching technology and culture, such as computer technology, intelligent Mobile Terminal management norms and the use of norms, in order to promote the cloud classroom teaching technology cultural elements of the overall development.

### **3.4 Cultivate the Behavioral Culture Atmosphere of Cloud Classroom Teaching, Insight Into the Subtleties of Classroom Instruction**

Behavioral culture is the dynamic embodiment of the behavioral culture that constitutes cloud classroom

teaching, and It is also the most capable alive cultural form that can be directly felt. (Du et al., 2017) The behavior culture of cloud classroom teaching refers to teachers and students as the subject of behavior in the teaching and learning practice, cultural activities, and learning life in cloud classroom, through the intrinsic physiology and the psychological function produces the instinctive and the conscious dynamic behavior, the mental state outward manifestation activity. It is not simply equivalent to behavioral culture, but through the behavior (such as teacher-teaching behavior, student learning behavior, teaching way of thinking, teaching behavior habits, teacher-student interaction, life interest, etc.) reflects the essence of teaching culture (such as teaching value, teaching belief, teaching spirit, teaching literacy) and Institutional culture. Its cultivation can be from the following aspects. One is to start with the teaching behavior in the behavior culture of cloud classroom teaching. For a long time, influenced by the traditional teaching culture, classroom teaching follows a clear skeleton of teaching steps and a closely join teaching structure. Such teaching mode is curing-rigid, and students' enthusiasm, autonomy, personality cannot be publicized, and such teaching is obviously unable to adapt to social change, especially knowledge explosion. In the cloud classroom where cloud concept and cloud technologies are involved today: the concept of "learning first then teaching, determine teaching by learning" has innovated teaching methods, and the use of a variety of flexible teaching methods to promote student self-study, improve students' learning ability, which requires the teacher can not only be faithful to the teaching content, in the content of the textbook on the basis of curriculum creation, in the teaching method of innovation, in teaching behavior to give presents. The second is to pay attention to the behavioral science research in cloud classroom teaching behavior culture. Human behavior is the product of connections in all specific environments. The cloud classroom teaching is a kind of new teaching form, in this new era, under the specific teaching environment, the teacher and the student cognition, the behavior, the idea and so on still have the deep-seated unknown domain; this requires teachers, under the guarantee of normal teaching activities, but also devote to the scientific research of the cloud classroom teaching behavior culture, reflection on the behavior of teachers' teaching, observing the behavior of students' learning and the change of their thoughts, in order to continuously optimize the cloud classroom teaching behavior culture construction. The third is to start from the stylistic behavior of the cloud classroom teaching behavior culture. The starting point and the foothold of teaching are all students' learning and creating a cloud classroom teaching behavior culture also points to the students' learning and growth, let the students "internalized in heart, externalized to performed". By means of stylistic activities, the abstract

teaching behavior can be materialized into a perceptible and understandable concrete image. Such as the use of intelligent mobile terminal, placement, forum speech, web browsing and other specifications, through the preparation of manuals, readings, videos, pictures and many other ways of visualizing, or for a certain behavioral problems online and offline communication, group cooperation and exchanges, special exchanges and other forms, strengthen teachers and students' understanding of the cloud classroom teaching behavior, that is, internalized in heart to form their own behavior norms and values. Finally, following the institutional standards of cloud classroom teaching, in order to restrain and standardize the behavior of all actors in cloud classroom. At the same time, the presentation of cloud classroom teaching behavior can also foil whether the cultural construction of cloud classroom teaching system is reasonable and scientific, and whether it is suitable for the needs of cloud classroom teaching.

### **3.5 Construct an Institutional Culture System for Cloud Classroom Teaching, Perception the Normativeness of Classroom Teaching**

The Cloud classroom teaching system culture is the standard, the rule and the procedure which is based on the cloud classroom teaching activity to regulate and restrain the behavior of teachers' teaching and the behavior that students' learn. (Du Deli et al., 2017) To make teachers and students perceive the normative of cloud classroom teaching, to clarify the boundary of teaching and learning behavior in cloud classroom for teachers and students, to ensure the smooth progress of cloud classroom teaching, to enhance the effectiveness of cloud classroom teaching, the core is to improve the adaptability of cloud classroom teaching, so that teachers and students in the cloud classroom to obtain a higher sense of accomplishment. Firstly, the development of the Cloud classroom teaching management system, in order to standardize the teaching and learning behavior, enhance the teachers and students of irrelevant information self-control ability. Subject consciousness is the inner self-binding of each subject in the cloud classroom, and the good presentation of the cloud classroom teaching behavior is the combination of inner self-restraint and external management norm, both of which are indispensable. The cloud classroom teaching management system is to explain the use of hardware facilities, the choice of teaching resources, the teaching activity time, and The use time and method of teacher and student mobile terminal etc. Secondly, formulate classroom teaching standards for teachers and students. The standard of cloud classroom teaching includes the choice of teaching resources, the arrangement of teaching contents, the method of teaching interaction, the feedback and evaluation of students' learning and so on. Such as the ipad learning website and the use of learning software specifications, BBS Forum speaking standard

in cloud classroom teaching platform etc. Finally, when all the specifications, standards and rules have been developed, attention should be paid to the operation and feedback of the system text. So that the system culture construction can be perceived, recognized and practiced, and consciously participate in, maintain and optimize, so that the institutional culture has been built into the cloud classroom teaching material culture, behavioral culture, spiritual culture and the strong guarantee of technical culture. In this way, it finally forms an environment in which each subject is in the cloud classroom teaching, perceives the norms in it, and it's hard to get used to the environment atmosphere without it.

## CONCLUSION

At present, the continuous updating, upgrading and development of modern high-tech technology, the time and space differences between the educational environment and educational objects, and the dynamic generation of the nature of classroom teaching make the cloud classroom teaching culture also contain many cultural characteristics and generation paths. Due to the limitation of the length of articles, this article cannot be exhaustive. However, the preliminary exploration of the cloud classroom teaching culture also shows us the unique cultural value and educational implication of cloud classroom teaching under the new educational environment. It also prompts us to further consider the actual orientation of cloud classroom teaching culture, should be explored, function and construction wait a few questions.

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