Research on the Blended Teaching Design of College English Vocabulary Based on the Output-oriented Approach

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Abstract: As an important position for cultivating outstanding talents with strong professional qualities, universities should take effective measures to continuously enrich students' learning experience and improve students' interpersonal skills. Applying the output-oriented method in the mixed teaching of English vocabulary can create a new English learning situation for students, effectively improve students' core competencies in the subject, and promote their healthy development in the future. Integrating the output-oriented method into the mixed teaching of English vocabulary can not only guide students to engage in input-based learning and output-based application, but also increase students' self-awareness and enable them to rationally use English vocabulary in future social development. expression to improve the effectiveness of English vocabulary classroom teaching.

Keywords: Output-oriented method; College English; Blended vocabulary teaching

Under the background of the new era, university education has undergone some changes both in content and form. In the mixed teaching of English vocabulary, higher requirements have been placed on teacher teaching and student learning. The use of output-oriented methods in classroom teaching helps to create a good English learning and expression atmosphere for students, which is consistent with students' actual needs, thereby promoting students' comprehensive English skills in the process of learning English vocabulary and oral expression. steady improvement. For this reason, applying the output-oriented method to the mixed teaching of college English vocabulary can not only enhance students' attention to learning English knowledge, but also pave the way for students to adapt to society and workplace communication as soon as possible, and continuously improve students' ability. Core competencies of English subject.

1. Current situation of college English vocabulary teaching

Under the current educational background, many universities have made bold attempts in educational form and content when teaching English subjects, but they have not yet achieved the ideal level of educational results, which is not conducive to the expansion of students' English vocabulary and learning. Improvement of capabilities. The main reasons for such problems are as follows:

First of all, after systematic thinking and analysis of various factors, major colleges and universities have shortened the number of English teaching hours and opened public English courses. Some colleges and universities even offer no English courses at all. Moreover, the total number of hours of public English courses is mostly 32 hours. Students' learning needs are not effectively met and they cannot fully grasp English knowledge in the classroom. Secondly, the professional quality and teaching ability of college English teachers need to be improved. In daily education work, teachers do not conduct various professional learning and training under the organization of the school. Their teaching concepts are relatively backward and their thinking on innovative teaching methods is delayed, which is not conducive to the improvement of the quality of English classroom teaching[1].Finally, there is a lack of accurate teaching positioning. For most English teachers, they focus more on teaching theoretical knowledge to students in class, ignoring students' learning experience, and failing to provide students with more opportunities for independent practice and inquiry, which limits the improvement of students' oral English communication skills. . And because most schools offer basic public English courses

and fail to pay attention to the professional training of talents, students' English learning skills cannot be improved accordingly.

2. Mixed teaching design of college English vocabulary based on output-oriented approach

2.1 Preparation before class

The study of English vocabulary knowledge can help students lay a solid foundation and provide strong motivation for students to understand grammar and express themselves fluently. When college English teachers carry out mixed vocabulary teaching and rationally apply the output-oriented method, they need to make sufficient pre-class preparations to ensure that subsequent teaching sessions can proceed smoothly. In the pre-class preparation process, teachers should first describe the teaching objectives of the class to students and guide students to clarify specific learning directions[2].Subsequently, teachers can guide students to collaborate in groups, design corresponding learning tasks for them, and use the advantages of modern information technology to promote the teaching process.

Taking learning word affixes as an example, teachers can give students some time to collect words with affixes in the English proficiency test, and send representatives to dynamically display them on the podium, using pictures, text, videos and other forms. In addition, the teacher required students to work in groups to create PowerPoint, conduct intense discussions in conjunction with the teaching materials, explore the use of different affixes in specific situations, and make a systematic summary. Finally, the English teacher summarizes the students' learning performance and reports, extracts key information, and generates complete learning materials to provide convenience for students to learn vocabulary.

2.2 Classroom driven

During the formal teaching process, English teachers should focus on highlighting the driving role of the output-oriented method. Through systematic review, analysis and accurate explanation of vocabulary, students can accurately grasp the goals of classroom teaching and stimulate students' enthusiasm for learning English vocabulary. Take vocabulary as the starting point for research, and firmly grasp word formation, pronunciation, word meaning and reasonable collocation through continuous exploration and learning. After students systematically master relevant theories, they can use vocabulary independently and flexibly, enhancing students' self-awareness and ability to apply English knowledge [3].

For example, when explaining the affixes in body parts, English teachers can first analyze the structure of related words for students. Words for body parts such as headache and toothache can be added with affixes to form compound words. On this basis, the English teacher raises questions to trigger students' thinking, such as: "Students, after carefully observing the above two words, think about which other words appear with this structure?" When students understand the vocabulary After learning the true meaning of the affix, the teacher designs dialogue scenarios for students in the classroom-driven session, encouraging students to produce spoken English, playing roles such as doctors and patients, and completing performances based on the vocabulary they have learned. Throughout the performance, the teacher strengthened observation and guidance, requiring the "patient" to accurately use English vocabulary for each part of the body to explain the condition. "Doctors" should also use appropriate words to comfort patients, point out the cause of the disease based on actual conditions, and provide patients with rational medication. In this link, students can perform with members within the group and analyze and summarize the mistakes that occurred during the performance. Finally, teachers and students will accurately evaluate the performance of each group, put forward corresponding opinions, and guide group members to make corresponding adjustments to comprehensively improve students' self-awareness and learning and memory. It can be seen that by using the output-oriented method in vocabulary teaching, English teachers can, on the one hand, strengthen students' impressions of the vocabulary they have learned and accurately grasp the role of affixes, and on the other hand, use efficient classroom activities to encourage students to participate in practice. Achieving high-quality output of English vocabulary in dialogue and communication will help guide students to form correct English thinking logic, further improve students' English learning ability and oral expression ability, and continue to promote students' future development.

2.3 Post-class evaluation

After college English teachers complete vocabulary teaching, they should also conduct accurate post-class evaluations of classroom teaching and student learning based on the specific theory of the output-oriented method, so as to effectively improve the effectiveness of classroom teaching and student learning efficiency. Teachers can set some reasonable writing assignments for students based on classroom teaching content, and students can upload them to the online learning platform after completion. Then, the English teacher uniformly corrects the students' homework. Teachers should clearly mark the existing vocabulary errors, grammatical

problems, writing structure errors, etc., and select common problems among students to systematically explain them in class [4]. By logging into the online learning platform, teachers can observe students' vocabulary learning and group discussions in real time, grade students' homework based on this, put forward appropriate modifications, and urge students to make corrections as soon as possible. In addition, students must also revise their compositions based on the opinions given by teachers, and then upload their assignments to the online learning platform. English teachers guide students to self-evaluate and peer-evaluate, which helps improve the accuracy of post-class evaluation and helps students build a complete English vocabulary learning structure. For college English teachers, after completing classroom teaching, they should give timely evaluations after class, so as to make reasonable adjustments to teaching methods according to the actual teaching situation to ensure the effectiveness of classroom teaching.

Conclusion:

In the context of the development of the new era, when universities carry out vocabulary teaching in English subjects, they should be truly student-centered and use efficient teaching methods to consolidate and improve students' vocabulary learning levels. In continuous learning and practice, students can fully output vocabulary in the form of oral expression, fully demonstrating the educational effect of the output-oriented method, and gradually enhancing students' ability to convert theoretical knowledge into practice. In future vocabulary teaching work, college English teachers should continue to strengthen the application of output-oriented methods, create diverse and rich classroom teaching activities, and deepen students' learning and memory, so that students can skillfully use English vocabulary to speak when they enter society in the future. Express and show personal talents in interpersonal communication.

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