

Discussion on Online and Offline Mixed Teaching Method of English Course in Higher Vocational Colleges

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Abstract: With the continuous development of the society, the talent market for students’ English level requirements are higher. This paper first describes the problems existing in English teaching in higher vocational colleges, and points out the problems of individual differences of students and less interaction of classroom teaching. Aiming at these problems, based on the online and offline mixed teaching mode, this paper puts forward a series of measures to carry out higher vocational English teaching, which contributes a little to promoting the quality of English teaching in higher vocational colleges.

Keywords: Vocational Colleges; English Teaching; Mixed Teaching

With the development of Internet technology, the trend of economic globalization is more and more obvious. As one of the most widely used languages, English plays an important role in economy, science and technology and education. As an important part of China’s higher education, higher vocational colleges undertake the important task of personnel training. In addition, due to the relatively poor quality of students, higher vocational colleges need to break through the traditional English teaching mode and actively create higher vocational English teaching mode. Online and offline mixed English teaching mode is committed to using Internet technology and Internet learning platform to collect students’ learning situation and daily work situation, and communicate with each other through Internet learning platform, so as to break through the limitation of time and space, and effectively improve students’ English learning efficiency and learning quality.

1. Problems in traditional English teaching mode in higher vocational colleges

1.1 Ignoring the individual differences of students

The traditional English teaching mode is to adopt large class teaching. Although teachers’ English literacy and teaching methods are constantly improving and improving, but in the process of classroom teaching, teachers can only explain English knowledge points, and can not give consideration to all students. In the long run, some students will not be able to keep up with the course teaching, which will lead to weariness of learning. In addition, due to the relatively poor cultural quality of higher vocational students, there will be a more serious phenomenon of partial subject. Some students are good in English, but in order to ensure that all students can understand English knowledge, teachers will lead to the phenomenon that students with higher English level are not focused or lack of interest in learning in class, and the teaching efficiency is low.

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1.2 Lacking of interaction in classroom teaching

At present, in the process of English teaching in some higher vocational colleges in China, the dominant position of students will be ignored. The teaching form is that teachers explain knowledge and students passively accept it, which belongs to cramming teaching mode. In this education mode, on the one hand, the classroom lacks interaction, with dull classroom atmosphere, and the students lack interest in learning, with low learning effect. On the other hand, students seldom express their own opinions in the course. In the process of English classroom teaching, teachers ignore students' feelings and do not receive students' learning feedback, so they can not form a closed loop, which leads to teachers' unclear learning situation, and students can only memorize blindly, resulting in low learning effect.

1.3 Low degree of information utilization

At present, the vast majority of higher vocational colleges in our country adopt multimedia teaching. On the one hand, multimedia teaching reduces the teachers' blackboard writing time and improves the effective classroom teaching time. On the other hand, teachers can use multimedia to make colorful English courseware to arouse students' interest in learning. But at present, the application of multimedia equipment is still at the most superficial level, only using PPT or Word file to make teaching plan, the concept of information teaching is not strong. In addition, today's students from junior high school to vocational colleges are using multimedia teaching, and they lack interest in multimedia courseware teaching.

2. Advantages of online and offline mixed teaching mode in higher vocational English

2.1 Cultivating students' practical ability

Under the online and offline mixed teaching mode, English teachers in higher vocational colleges should actively prepare online and offline teaching plans, highlight teaching characteristics, and attract students to actively participate in English learning. In addition, vocational English teaching is mainly to cultivate the practicality of students' English knowledge. At present, offline classroom teaching will still focus on theoretical teaching. Teachers can make the teaching content in the classroom into micro class, and upload it to the online learning platform. Students can watch and learn the English knowledge they want to know through the network. Through the organic combination of online network platform and offline classroom teaching, students can learn according to their English level. In addition, online and offline homework can also be organically combined, especially in the classroom where students' oral proficiency can not be assessed. By the online homework arrangement, we can carry out special discussion on students' oral pronunciation and other issues, and put forward targeted improvement suggestions, which is helpful to cultivate students' English practical ability.

2.2 Cultivating students' autonomous learning ability

As a language discipline, English needs a lot of reading, writing and oral practice. English learning can not only rely on 45 minutes of classroom teaching, should be integrated into life. The development of the Internet promotes the development of online teaching platform, and the online platform can integrate excellent teaching resources. Students can watch and learn through mobile terminals such as computers and mobile phones, and integrate English learning into daily life thoroughly. In addition, students can learn more English pronunciation skills on the online English learning platform, which helps to improve students' English autonomous learning ability.

3. The implementation path of online and offline mixed teaching mode in vocational English

3.1 Grasping the key points of teaching and preparing well before class

In order to carry out the online and offline mixed teaching mode in higher vocational colleges, English teachers in higher vocational colleges should make good preparation for teaching, improve the teaching plan, and actively learn and innovate the application requirements and skills of online and offline mixed teaching mode, making full preparation for online and offline teaching connection.

First of all, teachers should set up teaching courseware reasonably according to the syllabus. In terms of selecting teaching materials, teachers should choose English materials with positive sunshine and positive energy, and make use of rich network materials and teaching syllabus to develop course teaching courseware. At the same time, the communication and

discussion link should be reserved in the curriculum design, so that teachers can understand the students' mastery of classroom knowledge, and carry out the next step of teaching work.

Secondly, teachers should actively carry out situational teaching. On the one hand, English, as a language, needs to be combined with the situation for teaching, so as to help students integrate English words, phrases and sentences into the situation for understanding. On the other hand, teachers can organize students into groups according to the teaching situation, such as performing dialogues between characters in movies or TV, or practicing English songs. By carrying out rich classroom teaching activities, students' English application ability can be improved. At the same time, students' interest in learning can be stimulated and their oral English level can be improved.

In addition, teachers should grasp the key points and difficulties of the course teaching. Through the online teaching platform, students can learn the key and difficult points of the course independently. Then, in the offline classroom teaching, they can further understand and absorb the cultural knowledge taught by the teachers, simplify the difficulties, and constantly optimize the students' learning methods, so that the real dominant position of students in teaching is highlighted, and teachers can also make targeted classroom teaching according to the students' learning situation.

3.2 Carrying out online and offline mixed teaching and training, improving teachers' teaching experience

To carry out the online and offline mixed teaching in higher vocational colleges, it is necessary to unify the whole school's thinking and plan the process of mixed teaching in higher vocational colleges by the school leaders. Secondly, the school should organize teachers to carry out the exploration and training of teaching mode innovation. On the one hand, the school can enhance the teachers' understanding of the teaching mode by online and offline mixed teaching, so as to carry out teaching according to the characteristics of the discipline, have the idea to promote teaching reform, and improve teaching treatment to provide assistance for exploring English teaching reform. On the other hand, through the training, teachers can learn from the successful experience of others and quickly integrate the online and offline mixed teaching mode into English teaching in higher vocational colleges. In addition, the school should also carry out information-based teaching training to enhance the depth of teachers' multimedia utilization. At the same time, the school can increase the recruitment of teachers and employ experts and scholars to help vocational colleges to carry out mixed teaching smoothly. In addition, teachers in higher vocational colleges should actively learn information technology, master the production of multimedia teaching materials such as micro video, flash, etc., so as to improve the beauty of online and offline courseware, and attract students to participate in English learning, highlighting the teaching effect.

4. Conclusion

With the development of the times and the continuous implementation of the new curriculum standards, China's higher vocational colleges have carried out mixed teaching. Compared with the traditional teaching methods, it can improve students' autonomous learning ability and English practice ability. In order to speed up the mixed teaching mode of online and offline English teaching in higher vocational colleges, English teachers should dig into the knowledge of textbooks and use multimedia technology to transform the boring knowledge in textbooks into vivid teaching courseware. In addition, English learning can not only rely on offline classroom teaching, but should integrate English learning into daily life and work. Therefore, with the help of online platform, students' daily fragmented time can be used to improve their English level. In addition, higher vocational colleges should effectively carry out the online and offline mixed teaching mode, actively try the application of this teaching mode in English teaching, so as to lay a solid foundation for promoting the cultivation of English talents in higher vocational colleges.

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