

Construction of PBL Teaching Model in Mixed Teaching of Professional English in Higher Vocational Colleges in the Post Epidemic Era

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Abstracts: Post epidemic era refers to the era after the popularity of COVID-19. During the epidemic of new coronavirus, online education has developed unprecedentedly. Various online education platforms provide great convenience for education. Rich online education resources play a great role in students' online learning. When students return to school after the epidemic, it is a problem how to combine the advantages of online mode for mixed teaching of higher vocational English. English courses in higher vocational schools not only learn the language, but also cultivate students' comprehensive skills for future employment, such as thinking and solving English problems, independent learning, communication and cooperation. However, students in higher vocational schools often lack critical thinking ability, especially the ability to solve problems. Problem based or project-based learning PBL model can produce meaningful practical communication, so it is an effective method to achieve the above educational objectives.

Keywords: Post Epidemic Era; Higher Vocational English; PBL Teaching Mode

1. Introduction

Facing the changing society, the English teaching mode of higher vocational schools has gradually changed from teacher-centered education to student-centered education. The educational content will change from the previous emphasis and difficulty description to process evaluation and feedback. The Internet, smart devices and apps all support online education. The main advantage of online education is that it can attract students' attention. Through the use of information technology, games, competitions and other classroom models for English knowledge education, stimulate students' interest in learning. Using the online teaching mode, teachers can use the online platform to evaluate students, so as to reduce teachers' workload and work pressure. PBL's learning mode adopts student-oriented and situational teaching method, which can provide students with rich innovation opportunities. Therefore, when using PBL model to teach English in higher vocational schools, we need to emphasize the importance of cultivating students' critical thinking and problem-solving ability.

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2. The significance of the application of mixed teaching mode

The so-called mixed teaching mode refers to that teachers use network technology to make short videos or micro classes of the teaching contents in the classroom, upload these contents to the Internet, and students learn knowledge points independently. Through this means of learning, students can better set learning goals and choose to cooperate with other students. In this case, many traditional teachers are constantly innovating their teaching methods and can establish contact with the changing world outside. Students can also communicate and discuss with others, which is helpful to improve their thinking ability and language expression ability, cooperative learning, deepen their understanding of the problems learned, and form their own unique opinions. There are many advantages in the application of mixed teaching mode. First of all, for students, this is a new way to learn knowledge. The wonderful content and animation of micro video can vividly show what students will learn, so as not to make students feel bored in the learning process. Secondly, the content of the mixed mode is short and concise, and can be used for learning on various electronic devices such as mobile phones and computers, which are very convenient for students. No matter where students go, as long as they are willing to learn, they can open the video and watch it. In the post epidemic era, online education plays an important role in promoting the development of education. Using the teaching mode of new teaching content design, teaching and teaching evaluation, higher vocational colleges will continue to develop by accumulating practical experience.

3. Online and offline mixed teaching process of English in higher vocational colleges

3.1 Preparation before class

In 2020, the popularity of the new crown epidemic caused an upsurge in online education. In the post epidemic era, in the reform and creation of higher education, online and offline mixed teaching has become very common. Therefore, higher vocational English needs to put the preparation before eight courses in an important position. First, create and select curriculum resources. According to the purpose of teaching materials, the characteristics of students in each unit and their guiding ability, English teachers appropriately choose teaching materials and teach courseware. The time for teaching courseware must be managed within 5 to 15 minutes. In order to ensure students' concentration, teachers need to ensure that the courseware is useful and interesting without affecting students' learning effect and enthusiasm. Second, students can watch videos in superstar learning link in their spare time. In the online and offline mixed English teaching in higher vocational schools, there are small tests in each chapter. Students can conduct comprehensive exercises after watching the video to improve students' understanding and mastery of knowledge points. Students can watch Chaoxing learning App at any time to improve students' learning effect. In addition, when watching the video in Chaoxing learning App, students can take notes in time or participate in classroom quiz.

3.2 Teaching implementation

First, teachers and students can conduct face-to-face education or online education. Online, teachers can quickly master the key points of teaching, guide students through superstar learning video, and improve students' mastery of knowledge. If the superstar learning video conflicts with the educational purpose, teachers must supplement it in time. Second, clear the task. Before classroom teaching, teachers need to set challenging and exploratory homework. This task mainly includes the guidance stage and difficulties of this course. Students are divided into several study groups, and group members cooperate to complete the work. Next, the investigation task. Each research group must elect a leader responsible for organizing discussions among its members. Group members discuss and decide on the topics of each student to ensure a reasonable division of labor. If the task assigned by the teacher is difficult, the group leader can divide the task in detail, and each member is responsible for completing the final task through final discussion and negotiation. In this way, we can improve our ability to analyze, solve problems, communicate and cooperate. After

completing this work, each study group will select a member to show the results of the group to teachers and other students. Teachers and classmates evaluate the results of the group. The online and offline English teaching modes in higher vocational schools require teachers and students to cooperate. The final teaching evaluation is based on the efficiency of students' autonomous learning, whether they interact, and whether the group task is completed. In task-based teaching practice, appropriate teaching methods can stimulate students' interest in learning and cultivate students' cooperative ability.

4. Construction of PBL model in English teaching in higher vocational colleges

4.1 Characteristics of PBL teaching mode

PBL is a learner centered guidance method, which enables learners to conduct research, integrate theory and practice, and use knowledge and skills to formulate feasible solutions to identified problems. The central idea of PBL is that students solve complex problems through their own attention. The role of teachers is no longer so prominent, and students tend to self-guidance and self-discipline in the process of learning. From teachers' guidance results change into students' self-evaluation and mutual evaluation. In essence, PBL mode does not have the knowledge transfer form of teaching style. It is necessary for students to consider and deal with it. In a single PBL teaching mode, students have the highest level of self-guidance. In classroom PBL activities involving problem-solving, the steps based on problem-solving are more important. Advocating task-based education and cultivating college English talents have a great impact on the improvement of students' language organization ability and English self-discipline. When making classroom plans, teachers should focus on communication rather than the teaching of language knowledge. According to the learning contents of each chapter, learning tasks facing real life can be formulated, and one or two main tasks can be set for each unit. Some educators believe that problem-solving ability is the main goal of PBL, but scholars believe that direct education is a better way to achieve it.

4.2 PBL model in English education in higher vocational colleges

In the post epidemic era, under the background of network information, how to carry out English teaching reform is a problem that teachers in higher professional schools must think deeply. What kind of method should be adopted in English education? This is an unanswered question. Teachers should often observe and find new methods to stimulate students' interest and learning enthusiasm. The most effective way to successfully learn a language is to connect with the actual text and actual cases, and use language communication to simulate the situation. There are still many traditional language exercises in many language textbooks, such as filling in gaps and reciting dialogue. In such English teaching, students are regarded as passive information receivers, and the purpose of learning will become blurred. If students lack motivation, they have no positive thinking. When students practice and test all the words and phrases they need, but they forget them in a short time. Textbook reading exercises seem to strengthen students' answers to many questions, but in fact, these standard answers have little to do with daily life and work.

Compared with the traditional handout based teaching, students can participate more in discussion, communication, report, evaluation and feedback, which will undoubtedly improve the frequency of English use. The most obvious advantage of PBL teaching method in English teaching should be the innovative, active and meaningful activities related to English learning, including important skills such as problem-solving and critical thinking. When teaching English in the workplace, in other cases, students' nonverbal consequences also contribute to their personality development. PBL model can also provide more diversified learning models for educators and learners who need different learning methods. English learning in PBL environment should not only be deeply rooted in the background of practical problems and provide students with a large number of teaching materials for simple use of English, but also need students to learn the

method of critical thinking. Choose meaningful learning materials, encourage mutual cooperation, and let students become active builders of knowledge.

The practical problems in English teaching will undoubtedly increase the complexity of the task, and teachers should have some additional considerations. Because in English teaching, learning English is very different from learning other subjects. This is often why teachers use traditional handout based education. Many second language acquisition theories ignore the sociality of learning, and language acquisition is mainly regarded as a separate process. English teachers help students internalize external input and provide opportunities for practice. In fact, language is a social activity, so it needs socialized learning methods. When learning English, we need to consider the participation of learners. Learners are not a social group and should not be regarded as independent information processing machines. Teachers can flexibly design the combination of various variables under the PBL teaching model. Under this new framework, language learning activities should be carried out in the joint participation of learners and teachers. Knowledge and skills are not found or endowed from external resources, but mastered through learners' communication and mutual learning when directly participating in social activities. They can also learn how to solve problems while learning English. Therefore, English curriculum can achieve dual goals and provide meaningful communication activities.

4.3 Challenges of PBL model in English teaching in higher vocational colleges

When implementing PBL, teachers and students will face multiple challenges. As far as English learning is concerned, the construction of teachers' PBL task should be a means to improve students' communication ability in English. In fact, teachers are based on a lot of content, the focus of PBL education is not learning content, but to provide students with opportunities to participate in problem-solving and show their English skills in various situations such as discussing problems. PBL is designed centered on English knowledge points. In order to reflect and analyze English problems and tasks, PBL teaching mode is based on the use of interdisciplinary comprehensive knowledge. English teaching in higher vocational colleges must stimulate students' interest in learning, improve their autonomous learning ability and lay a solid foundation for students' future development.

5. Conclusion

With the reform of education, teachers have changed the idea of traditional education, rationally used the online and offline mixed teaching mode for educational activities, and stimulated students' interest in learning. As an innovative English learning model, PBL is undoubtedly a method worth trying. Compared with the previous teaching methods, it can increase the time for students to study independently. It will have a positive impact on English teaching in higher vocational colleges. The PBL model in English teaching can guide students to communicate meaningfully instead of learning from the teaching materials provided by teachers. In the process of implementation, English curriculum continues to develop and innovate.

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