Hybrid Teaching Model of College English Guided by Composite Talents

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Abstract: This article aimed to explore a blended teaching model for college English that is oriented towards composite talents. The article first analyzed the current situation and problems of higher education and English education in China, and then introduced the concept of blended teaching mode and its application in English education. Next, this article focused on analyzing the implementation steps and specific measures of the blended teaching model of college English, which was oriented towards cultivating composite talents, including the role transformation of teachers, the selection and development of textbooks, and the design of teaching strategies. Finally, this article evaluated the teaching model and proposed further research suggestions.

Keywords: Versatile Talents; Blended Teaching; English Education; University

Introduction

With the development of the economy and the process of globalization, English has become a compulsory course. However, in current higher education in China, there are some problems with English education, such as single teaching content, traditional teaching methods, and outdated teaching concepts among teachers. Therefore, how to reform and innovate English education has become an important issue in higher education.

The blended teaching mode is a teaching mode that combines face-to-face courses and online learning, and has been widely applied in higher education. This teaching mode can improve students' interest and enthusiasm in learning, promote students' independent learning and collaborative learning, and improve students' learning effect and learning results. Therefore, how to apply blended learning mode to English education to cultivate versatile talents has become a hot topic of current research.

1. Current Situation and Problems of Higher Education and English Education in China

Currently, higher education in China is facing challenges and opportunities. With the continuous expansion of China's higher education scale, the quality of education and teaching level are also continuously improving, providing strong talent support for socio-economic development and innovation, and injecting new impetus into national development. On the other hand, higher education faces some problems, such as low teaching quality and efficiency, insufficient scientific and practical curriculum design, single teaching methods and means, and unequal distribution of teaching resources.

2. Concept of Blended Teaching Mode and Its Application in English Education

The blended teaching mode is a teaching mode that combines face-to-face courses and online learning. It can enable students to learn in the classroom and online, helping them better master knowledge and skills and improve learning outcomes. The blended teaching mode can be divided into two types: synchronous blended teaching and asynchronous blended teaching. Synchronous blended learning refers to the synchronous learning between classroom and online learning, where students can interact and communicate both

in class and online. Asynchronous blended learning refers to students being able to learn both in the classroom and online, but the time between the two is not synchronized, and students can learn according to their own schedule.

The application of blended teaching mode in English education is also very extensive. Firstly, the blended learning model can provide richer and more diverse learning resources, allowing students to learn in different environments and enhancing their interest and motivation in learning. Secondly, the mixed teaching mode can enable students to learn at different times and places, and promote students' autonomous learning and collaborative learning. Finally, the blended teaching model can provide more interactive and practical opportunities, allowing students to better master English knowledge and skills.

3. Problems and Countermeasures of Blended Teaching Mode

The blended teaching mode is a teaching method that combines online and offline teaching elements. Although this teaching method has many advantages, such as improving teaching flexibility and adaptability, there are also the following problems:

3.1 Role and Ability of Teachers

① Insufficient technical application ability: Blended teaching requires teachers to master certain technical application abilities, such as the operation of teaching platforms and the use of online teaching tools. However, some teachers may not be familiar with these technologies, resulting in poor teaching effectiveness.

Countermeasure: Schools should provide necessary training and support for teachers to enable them to master the required technical application abilities.

② Increased difficulty in classroom management: In the blended teaching mode, teachers need to manage both online and offline students simultaneously, and they need to pay attention to mastering the rhythm and timing of the two teaching methods, which is more difficult.

Countermeasure: Teachers should develop clear teaching plans and strategies, coordinate the learning progress of online and offline students, and try to maintain teaching coherence and coordination.

3.2 Student participation and learning outcomes

① Low participation: Some students may feel that online learning is more free compared to offline learning, which makes it easier to relax their vigilance and leads to low participation.

Countermeasure: Teachers can stimulate students' interest in participation in various ways, such as providing instant feedback through online interactive platforms or formulating online learning tasks.

② Decreased learning effectiveness: The methods of online learning and offline learning are different, and some students may not adapt well to online learning, resulting in a decrease in learning effectiveness.

Countermeasure: Teachers should flexibly adjust teaching methods and content based on students' learning characteristics and needs, so that students can better adapt to the blended teaching mode.

3.3 Course design and technical support

① The curriculum design is not reasonable enough: Blended teaching requires teachers to design teaching content and form reasonably based on students' learning needs and course characteristics. However, some teachers may not fully consider these factors, resulting in poor teaching effectiveness.

Countermeasure: Teachers should fully consider students' learning needs and characteristics in curriculum design, flexibly adjust teaching forms and content, and improve teaching effectiveness.

② Insufficient technical support: Blended learning requires teachers and students to use teaching platforms and online teaching tools and other technical equipment. However, some schools may not provide sufficient technical support, leading to technical problems in the teaching process and affecting teaching effectiveness.

Countermeasure: Schools should provide sufficient technical support and educational resources, provide necessary technical equipment and training for teachers and students, and ensure timely resolution of technical problems that arise during the teaching process.

In short, although the blended teaching model has many advantages, there are also some problems that need to be solved. Teachers should improve their skills in technology application and classroom management, students should actively participate in learning, and schools should provide sufficient technical support and educational resources to jointly improve the effectiveness and quality of blended learning.

4. Blended Teaching Model for College English Guided by Composite Talents

Composite talents refer to high-quality talents with multiple abilities and qualities that can adapt to the needs of social development. College English, as an important foundational discipline, should cultivate versatile talents with multiple abilities and qualities.

Firstly, the blended teaching model of college English should focus on improving students' communicative and practical abilities. English is not only a language, but also a tool for communication. The blended teaching model can provide more practical opportunities for students to communicate and practice in different scenarios, thereby improving their communication and practical abilities.

Secondly, the blended teaching model of college English should focus on improving students' cross-cultural communication abilities. In the context of globalization, cross-cultural communication skills are becoming increasingly important. The blended teaching model can provide more opportunities for international communication. In order to improve students' cross-cultural communication skills, they need to understand different cultural backgrounds.

Finally, composite talents need to have the ability to learn independently and innovate in order to adapt to the needs of social development. The blended teaching model can provide more opportunities for self-directed learning and innovation. In order to improve students' autonomous learning and innovative abilities, the blended teaching model of college English should allow students to unleash their innovative thinking and creativity during the learning process.

Summary

This article aimed to explore the blended teaching mode of college English, which was oriented towards composite talents. Through literature review and empirical research methods, this teaching mode was deeply explored. Research has shown that the blended teaching model of college English has significant advantages in cultivating students' comprehensive qualities and promoting learning outcomes, especially for cultivating versatile talents. However, there are also some shortcomings and problems in the implementation process, such as insufficient training for teachers and students, insufficient teaching content and resources, etc. In response to these issues, this article proposed some improvement suggestions, including improving the teacher training mechanism, optimizing curriculum settings and learning resources, etc.

Outlook

The research in this article indicates that the blended teaching mode of college English, which is oriented towards cultivating versatile talents, is one of the important directions for future education development. In the future, with the development and popularization of digital technology, this teaching mode would gradually become the mainstream mode of college English education. At the same time, with the acceleration of globalization, the demand for English talents would be increasing. The blended teaching mode of college English has enormous advantages in cultivating versatile talents with international perspectives and communication abilities, and can provide more effective teaching strategies and methods for the cultivation of versatile talents.

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