

An Effective Exploration of Mixed Teaching Mode in Vocational College Public English Courses -- Based on the Platform of Superstar Learning

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Abstract: Information education mode has gradually penetrated into the current education, in the process of education reform, diversified teaching mode has emerged. The mixed teaching mode has been applied well in the public English courses of higher vocational colleges. With the help of the Super Star Learning platform, teachers can impart public English knowledge to students in a more comprehensive way. The integration of online teaching and offline teaching enables students to have a new experience in the process of learning English, deepens their memory of English knowledge, and plays a positive role in promoting students' English ability.

Keywords: Mixed teaching mode; Public English courses; Super star learning platform

1. Introduction

In the current public English teaching in higher vocational colleges, the traditional teaching mode can no longer assist teachers to achieve the teaching goal. Therefore, considering various factors, it is necessary to use the mixed teaching mode to carry out teaching. Based on the platform of Hyperstar Learning, the mixed teaching of public English in higher vocational colleges enables students to have a more comprehensive grasp of English knowledge and makes it more convenient for teachers to impart teaching content. Under the application of mixed teaching mode, the cooperation between teachers and students in class is more rigorous, and they can complete the classroom tasks efficiently.

2. The significance of mixed teaching mode

With the continuous development of the application of information technology in education, information technology and curriculum resources have been effectively integrated. Under such conditions, the education industry has gradually explored more teaching models, and the mixed teaching model has been studied at this time. Its teaching task is to take the teaching object as the center, to carry on the information transformation of the existing teaching content and teaching objectives, to transfer the traditional offline classroom to the online platform, to promote the complementary teaching environment, and ultimately to maximize the teaching effect. In the process of applying hybrid teaching mode, network teaching resources and high-tech multimedia teaching equipment can be gradually supplemented and complete, teachers can better integrate information technology with curriculum, and the application of information technology will become more and more simple. As an online digital form of education means, hybrid teaching mode combines online and offline classroom teaching into a new teaching method ^[1]. In this mode of education, students can fully show their own initiative and enthusiasm, but also stimulate students in the classroom creativity and initiative. Through the use of network education resources and information technology, the teaching and learning of courses can be better integrated, and the learning effect can be strengthened. In the current public English courses in higher vocational colleges, mixed teaching mode is used as the main teaching method. Teachers and students can teach and learn through intelligent devices such as computers and mobile phones, which fully demonstrates the practical application effect of instrumentalization. Teachers can carry out practical activities according to teaching tasks when teaching English in class, and greatly improve the learning effect of students in English.

3. Second, the strategy of using Superstar Learning Pass to efficiently carry out mixed teaching of public English in higher vocational colleges

According to the relevant survey, the average English level of vocational college students is low at present, and it is difficult to quickly improve the current situation by conducting classes in accordance with traditional teaching methods. However, using the platform of Hyperstar Learning to carry out blended English teaching can effectively improve students' learning efficiency, and they can also make full use of spare time to learn English after public English classes. Communicate English knowledge with teachers at any time.

3.1 Teaching with recording and live broadcasting

In the past offline teaching, the classroom has the characteristics of real-time, which is also the most obvious shortcoming of offline teaching. However, in the online course, the replay function of the course effectively avoids this shortcoming. With the application of the Super Star Learning platform in public English classes in higher vocational colleges, teachers' teaching methods and classroom content can be appropriately improved. The functions of the platform benefit teachers and students a lot, truly breaking through the restrictions of time and space on English teaching in offline classes, so that students can freely control their learning time. For example, with the help of the Super Star Learning platform, teachers can start the video in the whole process of offline classroom teaching, and upload the video to the platform after the offline class is finished, or teachers can apply the method of combining courseware and recording to form a recorded and broadcast course on the platform before the offline class. In this way, students can check the omissions and confusion of knowledge in offline classes by logging in to the platform, and use the course content on the platform as relevant review materials to consolidate the knowledge taught by teachers ^[2]. In practice, the form of recording and broadcasting can adjust the teaching time of teachers. Teachers can upload the recorded courses at any time outside the offline class time. Whenever the class teaching cannot be completely completed due to their own reasons during the offline class teaching, students can be arranged to learn independently through the uploaded recorded and broadcast courses on the platform. Through the learning progress data in the background, students' learning can also be monitored. At the same time, when face-to-face and offline teaching cannot be implemented for students, teachers can also use the function of the platform to teach through online live broadcast, ensuring that students can master the progress of knowledge. In the live online class, students can use the function of live Link to interact with teachers in English as in the offline class, or timely feedback to teachers through the chat area when problems arise in the learning process, ensuring efficient classroom teaching.

3.2 Use the Super Star learning platform to carry out in-class tests

According to students' English ability and online and offline teaching achievements, teachers can carry out in-class tests on the platform, reasonably formulate the content of in-class tests and choose the appropriate test time. The in-class test conducted through the Hyperstar Learning Channel platform is different from the previous offline in-class test. On the Hyperstar Learning Channel platform, the scores of the English tests completed by students can be directly given by the system, and the mistakes of students can be pointed out in detail, which can ensure that students can identify their defects in public English courses at the fastest speed. In order to strengthen their own weak areas of learning, The backstage of Super Star Learning Pass can also show students' knowledge blindness, and teachers can master students' test conditions in the backstage, which provides a reference basis for teachers to explain the key and difficult points of English to students in the following, and more targeted solutions to students' English problems ^[3]. At the same time, through the in-class test, teachers can also find students with low proficiency in English, and they can choose to provide guidance to these students through separate video teaching, which can effectively improve the English foundation of students, effectively shorten the gap between these students and other students in English ability, and improve the overall effect of public English teaching in higher vocational colleges.

3.3 Urge students to use the Super Star learning platform to learn independently

Applying the mixed teaching mode, the teaching of public English courses in higher vocational colleges can be carried out together with the online teaching on the platform of Hyperstar Learning and the offline teaching in the past. In offline teaching, due to the limitations of teaching forms, it is difficult for students to give full play to their independent learning ability. However, if offline teaching is the main teaching method and platform online teaching is the auxiliary teaching method, it will provide opportunities for students to exercise their independent learning ability. In this way, in the offline classroom, teachers can adjust the teaching speed appropriately and create some activities in the classroom for students to participate. For example, in the course preparation process, the teacher can extract the knowledge points corresponding to this course from the Super Star learning pass, and then insert the relevant knowledge points into the teaching courseware. Before class, students can take the lead in using

courseware to independently study the classroom content. When the teacher explains the part of the content, students can also follow the rhythm of the teacher on the platform to learn together. Students' learning on the platform mainly relies on independent learning ability. For example, when they encounter strange English words and difficult sentence patterns, they can only search relevant websites by themselves to solve problems, or communicate with each other. In the process of integration with offline class, teachers can ask students to summarize the difficult problems encountered in online learning before class and give detailed feedback, and then use these problems to carry out questioning sessions in offline class, so that students' achievements in the process of independent learning can be displayed, and students' ability to answer English questions can be trained. Improve students' agile response to English questions ^[4].

4. Conclusion

To sum up, the application of Superstar Learning can improve students' mastery of English knowledge both before and after class, and optimize the teaching results of public English courses in higher vocational colleges. In the actual teaching of mixed teaching mode, teachers and students should pay attention to mutual cooperation to ensure the smooth development of English teaching and learning on the super Star learning platform. At the same time, online teaching content should also be integrated in offline classroom teaching, so that the mixed teaching mode of public English in higher vocational colleges can achieve the best teaching effect and efficiently improve students' English ability.

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