

Vocational English teaching reform based on mobile Internet

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Abstract: The rapid development of mobile Internet and the popularity of intelligent mobile devices have brought unprecedented impact on the field of education. In English teaching in higher vocational colleges, the application of mobile Internet can provide students with convenient English learning ways and resources, provide teachers with rich English teaching resources and tools, promote the communication and cooperation between students and teachers, and support personalized English learning. Based on this, this paper starts from the application value of mobile Internet in English teaching in higher vocational colleges, analyzes the application status of mobile Internet in English teaching in higher vocational colleges, and puts forward the reform strategy of English teaching in higher vocational colleges based on mobile Internet.

Key words: Mobile Internet; Vocational English; Teaching reform

With the rapid development of mobile Internet and its wide application in higher vocational education, traditional English teaching methods have been unable to meet the English learning needs of higher vocational students. At the same time, due to the popularity of mobile devices such as smart phones and tablet computers, students can learn English anytime and anywhere, and the application of mobile Internet in English teaching in higher vocational colleges has become a trend of modern education. Therefore, teachers should change the teaching concept and innovate the teaching mode. Through the implementation of the reform strategy of English teaching in higher vocational colleges based on mobile Internet, they can better adapt to and cope with the requirements of today's society for English education in higher vocational colleges, and further improve the quality of English teaching in higher vocational colleges and the learning effect of students.

I. The application value of mobile Internet in English teaching in higher vocational colleges

1. Enriching vocational English teaching resources

There are a wealth of English learning websites and online courses on the Internet. Through the mobile Internet, teachers and students can obtain various forms of English learning resources and tools. Students can choose the right English learning content and way according to their own learning needs, and make use of English learning videos, listening materials and reading materials on the Internet to improve their English listening, speaking, reading and writing abilities. There are many English learning tools and application software on the mobile Internet, which can better stimulate students' interest and enthusiasm in English learning, including English games and interactive learning. At the same time, these platforms also provide opportunities for teacher-student interaction. Students can communicate and interact with foreign teachers or foreign students in real time.

2. Break through the restrictions of traditional classroom teaching

With the development and popularization of mobile Internet, more and more teachers and students realize that through reasonable use of mobile Internet technology, the restrictions of traditional English classroom teaching in higher vocational colleges can be broken, and the effect and quality of English teaching in higher vocational colleges can be improved. Traditional English classroom teaching in higher vocational colleges requires students to receive English education in the classroom at a fixed time and place, while the emergence of mobile Internet makes the learning time and place more free and flexible. Students can use mobile devices to learn English anytime and anywhere, no matter on the bus, at home, or in the library, as long as they can connect to the Internet, they can learn English. This flexibility can not only improve the efficiency of students' English learning, but also make English learning more interesting and convenient.

II. The application status of mobile Internet in English teaching in higher vocational colleges

1. The online teaching platform still needs to be improved

At present, most of the online teaching platforms used in higher vocational college English teaching are services provided by third parties, and teachers and students can only use the basic teaching functions on the platform, lacking more abundant and diversified teaching resources and tools. For example, some online teaching platforms lack the function of real-time interaction, unable to meet the needs of immediate communication between students and teachers. At the same time, the interface design of some online teaching platforms is not friendly enough and the operation is cumbersome, which brings inconvenience to students and teachers. In addition, most online teaching platforms adopt a unified teaching model and learning path, which cannot meet the personalized English learning needs of different students. However, different students may have different learning styles and rhythms in the process of English learning. Therefore, when choosing online teaching platforms, vocational colleges and teachers should pay attention to whether the platforms can provide more personalized English learning space.

2. Students' participation is not high

In the era of mobile Internet, there exists a problem of low active participation of students in English teaching in higher vocational colleges. On the one hand, students' cognition of mobile Internet teaching platform is not enough. Although the popularity of mobile Internet

has become increasingly popular, there are still some students who are not familiar with or even understand the teaching platform of mobile Internet. This will lead to their low interest in using these platforms for English learning. On the other hand, students lack guidance and motivation in the process of using mobile Internet for English learning. The mobile Internet English teaching mode is characterized by autonomous learning and personalized learning, but students are easy to get confused when facing the complex English learning content. If teachers do not give enough guidance and incentives in the teaching process, they will not be able to mobilize the enthusiasm of students to take the initiative to use mobile Internet for English learning.

3. Teachers' application ability needs to be improved

At present, various English education applications and tools are emerging in an endless stream, but some teachers have not kept up with these changes in time, and some vocational English teachers lack sufficient understanding and mastery of how to use mobile Internet to carry out English teaching. As a result, teachers cannot make full use of the abundant resources and tools provided by mobile Internet in English teaching in vocational colleges, which affects the effect of English teaching in vocational colleges based on mobile Internet. In addition, although some teachers know that there are some mobile Internet English education applications and tools that can be used, in practice, they may not be familiar with how to choose appropriate applications and tools and how to integrate them organically into the design of English teaching in higher vocational colleges, which limits the innovation and effectiveness of English teaching in higher vocational colleges to a certain extent.

III. Vocational English teaching reform strategies based on mobile Internet

1. Optimize the online vocational English teaching platform

In order to better meet the English learning needs of students and improve the quality of English teaching in vocational colleges, vocational colleges need to continuously optimize the online vocational English teaching platform to provide a convenient, flexible and interactive learning and teaching platform for students and teachers. First of all, when optimizing the online vocational English teaching platform, vocational colleges should make full use of the advantages of mobile Internet and adopt Internet technology to realize the online sharing and teaching of English teaching resources. Through the establishment of online teaching platform, students and teachers can efficiently and conveniently use English education resources such as textbooks, courseware, exercises and videos, so as to make English teaching and learning more flexible and personalized. Secondly, the online teaching platform can also provide students with a series of English learning tools to enhance their learning effect and interest. For example, teachers can help students make English learning plans, record their learning and evaluate their learning results through the learning management system of the online teaching platform. At the same time, teachers can also design online practice and examination systems, so that students can take English tests and mock exams on the platform to learn about their English level and shortcomings in time. In addition, teachers can also tap into the online discussion and group cooperation functions of the online teaching platform to promote communication and cooperation among students and enhance the interaction and interest of English learning. In the process of optimizing the online English teaching platform in higher vocational colleges, it is also necessary to pay attention to data security and privacy protection. Vocational colleges should take a series of measures to strengthen the supervision and maintenance of the online vocational English teaching platform to ensure its stability and reliability.

2. Innovate the hybrid vocational English teaching model

The innovation of hybrid vocational English teaching model is an important part of vocational English teaching reform based on mobile Internet. The blended teaching model combines the advantages of traditional face-to-face teaching and online learning, and provides students with more flexible and diversified English learning experience through innovative teaching methods and technical tools. In the innovative hybrid mode of higher vocational English teaching, teachers should make full use of the teaching function of the online teaching platform to provide students with courseware handouts, teaching videos, online exercises and other English learning resources and teaching content. Through the online teaching platform, students can obtain English learning materials anytime and anywhere, learn independently, and can arrange their learning time according to their own learning progress. Compared with the traditional face-to-face teaching, the hybrid vocational English teaching mode can break through the time and space restrictions of traditional classroom teaching. It can help students to explore their own learning methods and learning rhythms, and then complete independent learning on the online teaching platform. This can not only improve students' English learning efficiency, but also meet students' personalized English learning needs. At the same time, the hybrid vocational college English teaching model also provides teachers with more flexible teaching methods. Through the online teaching platform, teachers can publish teaching content, carry out online interaction and communication, and give timely guidance and feedback to students' learning.

3. Promote integration of English learning and social media

The rise of social media has also provided new teaching ideas and opportunities for English teaching in higher vocational colleges. Under the background of mobile Internet, using the advantages of social media to promote the integration of English learning and social media can better stimulate students' enthusiasm for English learning and enhance their initiative to participate in English learning. First of all, through the social media platform, students can communicate and interact with English learners and English users at home and abroad in real time, share learning experience, learning materials and learning interesting things, so as to broaden their horizons of English learning. For example, students can join an English learning community to share their English learning experience and feelings with students in China or English-speaking countries, and encourage each other to make progress together. Secondly, there are also abundant English learning resources on social media, such as English learning official accounts, learning websites, learning apps, etc. These social media

contain English practice and learning materials for listening, speaking, reading, writing and other aspects. Every student can find the English learning resources he or she needs, no matter in daily study, entrance exams, or studying abroad. In addition, the traditional English teaching model of higher vocational colleges is mainly class-centered, but through social media, students can use fragmented time to learn English anytime and anywhere. Students can also participate deeply in English learning by participating in English learning groups, discussing English learning topics and sharing their learning experiences on social media. In addition, the interaction on social media platforms can also stimulate students' interest in learning English and improve their motivation.

4. Improve English teachers' Internet application ability

In the era of mobile Internet, English teachers in higher vocational colleges need to improve their Internet application ability to meet the development needs of English teaching reform in higher vocational colleges. Teachers need to be familiar with the use of online teaching platforms, and understand how to flexibly use Internet resources in classroom teaching, so as to enhance students' learning effect and interest. The Internet era has broken the inherent model of traditional teaching. Therefore, English teachers in vocational colleges should actively explore, try and innovate teaching models and methods. At the same time, teachers should strengthen cooperation with teachers of other subjects, and cultivate students' comprehensive application ability and innovation ability of English knowledge through interdisciplinary teaching methods. In addition, English teachers in higher vocational colleges should also have good Internet application ability and thinking and judging ability. Teachers should master the ability to quickly acquire and judge whether various English teaching resources on the Internet platform are reasonable and accurate, so as to avoid misleading students. At the same time, teachers also need to cultivate students' ability to independently learn and acquire knowledge, and guide students to use Internet resources for independent English learning and exploration. Teachers can cultivate students' ability to search, collect and analyze English learning resources by carrying out information literacy education and raising inspiring questions. Finally, in order to improve the Internet application ability of English teachers, the support and training of higher vocational colleges are needed. Vocational colleges should provide teachers with comprehensive and systematic English teaching knowledge and skills training based on mobile Internet. For example, vocational colleges can organize English teacher exchange activities and expert lectures on the topic of mobile Internet, and invite outstanding teachers to share their successful teaching cases and experience in the application of mobile Internet English education, so as to improve the Internet application ability of English teachers in vocational colleges.

IV. Conclusion

To sum up, in the Internet era, it is an inevitable trend to carry out English teaching reform in higher vocational colleges based on mobile Internet. In this regard, teachers can promote the innovative development of English teaching in higher vocational colleges and cultivate students with excellent English ability by optimizing the online vocational English teaching platform, innovating the hybrid vocational English teaching mode, promoting the integration of English learning and social media, and improving the Internet application ability of English teachers.

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