

Construction and development of English mixed teaching mode in higher vocational colleges

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Abstract: In the new era of development environment, global business activities become more and more close, English as a common international language, has become a key element of business and culture, communication. Vocational colleges are committed to cultivating professionals with high skills, and actively respond to the needs of the curriculum to accelerate the reform of their teaching methods. However, the traditional English teaching method in higher vocational colleges can not meet the diversified learning needs of students. Therefore, it is an inevitable trend that teachers should introduce new concepts from their own teaching strategies in order to mold capable and well-rounded talents, and combine online learning with offline learning to create blended teaching methods. The purpose of this study is to explore how the blended teaching method can be effectively applied in the English classroom of higher vocational education, so as to establish a more effective English teaching framework and improve the overall English literacy of students.

Key words: Higher vocational education; English teaching; Blended teaching

With the rapid progress of Internet technology, various fields are exploring the possibility of its integration in order to improve their work efficiency. The same trend has also emerged in the field of education in China, where “Internet+Education” has become a new normal, and blended learning has emerged as an important part of the new education mode. Under this big environment, the education work of higher vocational colleges is facing new challenges and opportunities. Therefore, how to effectively use the opportunity of “Internet+Education”, establish a blended teaching system suitable for their own characteristics, and promote the improvement of teaching quality, has become the key issue to be answered by English teachers in higher vocational colleges.

I. Overview of blended teaching mode

At present, all aspects of education are undergoing changes, and the traditional one-way teaching mode can no longer meet the learning needs of students in the information environment. Therefore, the combination of online courses and classroom teaching, that is, the application of blended teaching practice has become crucial, which is the only way in the information age. The United States first began to explore the blended teaching method, which focused on the conversion between two different forms of teaching at its early stage and then focused on their respective strength and complementarities in the later period. This combination of online and offline teaching is not only a new teaching method, but also represents a brand new teaching concept. Its core is student-centered, which conforms to the requirements of the new round of education reform and helps students to grow in an all-round and personalized way. The “Internet +” education concept advocated by our country requires English teachers in higher vocational colleges to continuously seek innovation, and one of the key methods is to adopt mixed teaching methods. This method has been widely used in many English courses in higher vocational colleges, but it needs more research and practice to give full play to its advantages.

II. The significance of the construction of English mixed teaching mode in higher vocational colleges

As one of the key components of the education system in the new era, higher vocational education has great responsibilities and can provide more high-quality talents for the development and construction of society and the country. In the process of the construction and development of higher vocational education, the mixed teaching mode is selected to achieve the perfect integration of professional teaching and information technology on the basis of transforming the traditional teaching mode, and to innovate professional education concepts and methods with the help of information technology application, so as to effectively improve the effectiveness of classroom teaching. Under the background of the development of big data, the integration of mixed teaching mode into the English classroom in higher vocational education can deepen the education concept of the current English teacher team, strengthen the discipline guiding principle, pay more attention to the autonomy and enthusiasm of students in the teaching process, and cooperate with teachers and students to improve the effect of English subject education.

III. Existing problems in English teaching in higher vocational colleges at the present stage

1. Student's English foundation is uneven

To put it simply, vocational college Student's own foundation is relatively weak, because they did not master relevant knowledge in junior high school, especially English subjects. Apart from students with strong learning ability, many vocational college students have a poor foundation of English application ability. Students did not lay a solid foundation in the early stage, resulting in their re-education after entering higher vocational colleges, some students are more difficult to learn such courses, can not keep up with the pace of classroom teachers. Some students can not improve their interest in English learning, can not correct their learning attitude. As a result, the already difficult stage of higher vocational education is more difficult to carry out, can not achieve the expected teaching effect, and can not help students do a good job planning.

2. English teaching mode is relatively unitary

Since the reform and development of vocational education, Student's teaching activities have been significantly improved, but as far as the stage of vocational education is concerned, Student's teaching activities have been significantly improved

The reform of vocational education has not been fully implemented. In addition to problems such as Student's learning attitude, teachers should always reflect on whether the teaching style is suitable for students. Whether they can view teaching problems from the perspective of learning in the course of teaching; Whether the teaching link is really people-oriented. In practical teaching, some teachers still continue the traditional teaching mode, guiding students to recite vocabulary and articles in class, and conducting a large number of training exercises. This single and boring teaching mode can no longer meet the development needs of students in the new era. Some vocational teachers also have problems in the arrangement of teaching hours. In order to ensure the progress of classroom teaching, they will compress or cut the demarcations of English class hours, which makes students with weak knowledge base even more unable to master what they have learned and unable to apply classroom knowledge to practice, thus making students sick of learning. As a result, the expected classroom teaching goals can not be successfully realized. Only by adapting to the development and change of The Times, focusing on reform and innovation of educational concepts, appropriately adopting mixed teaching mode, appropriately drawing on big data and Internet technology, and keeping up with the pace of development of The Times, can the relevant higher vocational English teaching achieve faster development in education reform and innovation.

IV. The application path of mixed teaching mode in English teaching in higher vocational colleges

1. Build an integrated online and offline teaching platform

First of all, it is necessary to establish an online education system that integrates offline teaching activities, so as to realize the purpose of teaching in English at any time and place. For those higher vocational colleges with enough financial support, they should hire specialized technicians to build an online education platform through the school's internal Internet. According to the learning needs of English courses, this online education platform should have two main functions: One is the teaching function, that is, the English teachers in higher vocational colleges can carry out remote teaching in this online education platform, which may include live broadcasting, recording and broadcasting videos, scheduled broadcasting and other ways; The other is the interactive function, which means that vocational students and English teachers can exchange information on this platform in a timely manner, for example, when the students have completed the exercises after class, they can use this platform to send the exercises to the teacher's mailbox, and vice versa, the teacher can also use the same method to feedback and modify the suggestions back to the students. In addition, higher vocational colleges also encourage English teachers to use Student's mobile devices to build teaching platforms. At present, most vocational students are equipped with smart phones, so English teachers can choose communication tools such as wechat or QQ as the basis to build an integrated online teaching platform suitable for English learning. For example, English teachers can set up their own wechat public accounts, post high-quality English learning materials on them, and guide students to learn online through this account.

2. Cultivate appropriate English teaching teachers

Effective educational practice depends on the guidance of excellent teachers. In order to build a high-quality blended education system, English classrooms urgently need to be supported by adequate English education experts. In this blended English learning environment, English teachers in higher vocational colleges should master some necessary skills of using the Internet, such as searching the required teaching materials on the Internet independently. At the same time, they should be proficient in the use of hybrid teaching platforms, such as online course evaluation and real-time classroom presentation. In view of this situation, it is necessary for vocational colleges to strengthen the training of English teachers, quickly improve their blended English teaching level, and ensure that they achieve the expected results in the process of blended English teaching. Teachers are not the only ones involved in classroom teaching. Students can also participate in the teaching process in a planned and sequential manner. Otherwise, the teaching process will be out of control. The implementation of this process requires teachers to summarize the teaching theme of each unit and the actual situation of their work before the semester begins, and send it to each student with the help of information technology. Students will select 1-2 topics as participants based on their own learning characteristics, advantages and other contents and report them to the teacher. Finally, the teacher will summarize the selection of students. And make appropriate adjustments to the Student's choice of concentration or the actual needs of the teaching team, and finally determine and set up the teaching team of each module. In this way, the teaching can start from the actual needs of students, design the teaching with reference to the perspective of students, make the teaching closer to the life and study of students, and ensure the participation of students in the teaching. And give full play to Student's subjective initiative and conscious initiative. The teaching team composed of teachers and students conforms to the whole teaching process, including the pre-teaching design, teaching process practice and supervision, teaching homework setting and information feedback. For the teaching activities of the network platform in the mixed teaching mode, the assistance of the students in the teacher team is also inseparable. The teacher can fix the functions of the students in the teaching stage, such as: The management and maintenance of information platform, the updating and construction of network resource base, the management and monitoring of discussion platform, the construction and release of homework platform, and the Q&A and help of network independent learning, etc. Students can truly participate in teaching management and teaching inquiry, which not only enhances Student's enthusiasm and enthusiasm for participation, but also guides students to establish a sense of mission and responsibility. And then lay a solid foundation for the smooth implementation of blended English teaching in higher vocational colleges.

3. Using information technology means to innovate teaching methods

English courses in higher vocational colleges must adopt new teaching methods to break the traditional educational framework. At present, there are many kinds of hybrid teaching tools in the market, among which the more popular ones include “cloud class”, “micro course” and “flipped classroom”. All these hybrid teaching tools include the application of Internet information technology and big data technology, which can effectively support the personalized and diversified development of English education in higher vocational colleges, so as to make the effect of knowledge transfer more significant. For example, by using the data analysis function of the hybrid teaching tools mentioned above, teachers can collect and sort out various relevant data about English learning, such as the scores of English listening and writing ability tests, so as to have a deep understanding of Student’s learning status in the recent period of time and find out the shortcomings of a certain class or a certain student in English subjects. And then make the next English teaching plan according to this.

4. Using network technology to realize the new teaching evaluation

In order to meet the different needs of students and teachers for higher vocational English education, the design of hybrid teaching methods must be continuously optimized. This means that vocational English courses should gradually improve this new teaching model with the help of the evaluation system. To this end, relevant English teachers need to use Internet tools to improve their teaching evaluation systems in innovative ways. Administrators of English teaching in higher vocational colleges should pay close attention to the comments left on the school’s English teaching information integration platform, collect and study data about the school’s English mixed teaching mode, in order to better understand the expectations of students and teachers, and guide the practice process of the English mixed teaching mode. In addition, higher vocational English teachers can use online tests, classroom discussions, audiovisual materials and final exams to assess Student’s English level, which is an important basis for measuring the effect of blended teaching. Thus, the subsequent construction of blended English teaching model can be actively adjusted.

V. Conclusion

In a word, in the Internet era, the concept of “Internet+Education” is gradually being promoted in English teaching in higher vocational colleges. The flexible application of mixed teaching mode to English teaching before, during and after class in vocational colleges not only fully solves the problems of limited learning time and space, but also stimulates Student’s initiative in independent English learning and promotes the all-round development of vocational college Student’s core English quality.

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