

Reform strategies of English teaching in secondary vocational schools under new media

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Abstract: The development of new media improves the speed of information dissemination, enriches the content of information, and also provides a lot of convenience for teachers' teaching work. English is a very theoretical and practical course, but also the public course of secondary vocational colleges. With the rapid development of the Internet and the advent of the new media era, the traditional English teaching in secondary vocational schools can not adapt to the development of The Times. Under the media environment, English teaching in secondary vocational schools should be optimized, give full play to the advantages of new media platforms, enhance the interest and practicality of courses, create more free space for students to explore, enhance their enthusiasm, and thus improve the quality of teaching.

Key words: new media era; Secondary vocational English; Teaching reform; Strategy inquiry

The development of Internet + makes the world interconnected, and with the rapid development of the Internet, the traditional and single teaching model can no longer meet the needs of the development of the current era, and teachers of various disciplines have begun to explore new teaching models. As the cradle of training high-quality and skilled talents, secondary vocational colleges need to keep up with the characteristics of the new media era and carry out teaching reform based on social needs. English teachers in secondary vocational schools need to strengthen the use of new media technology, optimize the structure of professional courses, change the formal teaching mode, truly cultivate students' practical ability, and realize seamless docking with enterprise practice.

I. The necessity of reform of secondary vocational English teaching in the new media era

1. Rich teaching resources enhance the interest of the course

Compared with ordinary high school students, secondary vocational students have some problems such as weak learning enthusiasm and poor learning habits. The marketing course itself has strong practicality and logic. If teachers explain abstract theoretical knowledge one by one in class, not only can students not understand it, but also cause students' aversion and can not achieve the ideal teaching effect. New media is digital, interactive, personalized, diverse, network, timely, quantitative and other characteristics. With the help of new media, teachers can integrate more interesting content in class, which is of great significance for students to understand and master English knowledge. Whether it is multimedia courseware and micro-class videos in class, or the application of students' learning apps, wechat, Douyin and Weibo after class, they can really give full play to the advantages of the Internet and the advantages of the new media era, enrich students' learning process, make them innovate and develop as initiators, and enhance their learning interest

2. Teaching with new media technology is closer to students' life

In the era of new media, students browse all kinds of information in the Internet world and are deeply influenced by new media. It is easier to gain students' support and recognition in teaching work by using information technology. Making use of new media technology to produce teaching resources such as video courses, integrating various forms of English knowledge content into them, and introducing English knowledge vividly and concretely for students, which is of great significance for strengthening students' core skills.

II. Analysis of current situation of English teaching in secondary vocational schools

1. Classroom teaching methods are relatively simple

Some secondary vocational English teachers ignore the weak English foundation of students, follow the traditional English teaching methods, and ignore the use of situational teaching method, stratified teaching and project-driven teaching methods. The single teaching method is difficult to stimulate students' interest in learning, which affects the efficiency of classroom teaching. Some secondary vocational English teachers put the teaching emphasis on grammar and reading teaching, but ignore the design of learning objectives with different degrees of difficulty. Many teaching objectives are too difficult for secondary vocational students to complete, which affects their English learning confidence and thus their English learning efficiency over time.

2. Lack of professional English features

With the development of economic globalization, English has gradually become an important standard for many enterprises to recruit talents, and the integration of English education and vocational education has gradually deepened. Secondary vocational English textbooks contain rich vocational education elements, but many English teachers neglect to explore these vocational English elements and create vocational English situations, which affects the integration of vocational education and English education. For example, in the teaching of practical writing, teachers only explain the notice, letter and resume templates and fixed sentence patterns, ignoring the import of enterprise English meeting minutes, contracts and letter templates. As a result, students are unable to realize the importance of English for professional

course learning and employment. This is one of the problems that teachers are eager to solve.

3. Students' enthusiasm for independent learning is weak

Secondary vocational students generally lack the initiative of independent learning, lack a good plan for English learning, and are in a state of passive acceptance of knowledge for a long time. They lack in-depth exploration and consideration of English listening, speaking, reading and writing. Therefore, the English learning effect is not satisfactory. For example, many students are still memorizing English words, fixed phrases and sentence patterns, excellent model essays, and do not put English in the context of the topic for learning, it is easy to repeat the problem of recitation, repeatedly make the same mistake, which seriously affects the efficiency of English learning. Some students only copy English words, sentence patterns and model essays mechanically after class, seldom take the initiative to understand British and American culture and professional English knowledge, and do not really master the knowledge points of textbooks, and their English knowledge application ability is poor.

III. The reform path of vocational English teaching under the new media

1. Using new media technology to enrich English teaching content

With the help of new media technology, secondary vocational English teachers can apply rich network resources to classroom teaching, expand the classroom capacity, and provide students with rich English learning materials. Under this model, English teaching in secondary vocational schools can realize modern development, break away from the limitations of the traditional teaching model, and meet the requirements of the new curriculum reform. To this end, teachers need to do a good job of lesson preparation, skillfully use new media technology, collect resources and materials in line with the teaching content, enrich the teaching content of English class, so that students can broaden their English vision through class.

For example, English teachers can introduce content related to professional quality according to students' professional needs, so that students can master the etiquette of foreign communication while learning English knowledge. Taking tourism as an example, English teachers can introduce western tourism culture, hotel etiquette and precautions in communication with foreign tourists in combination with the content of the new course, explain some English communication sentences, and clearly show specific application scenarios through multimedia equipment under new media technology. Compared with teaching English knowledge in occupations, integrating these occupation-related contents is more conducive to stimulating students' interest in learning and enabling them to see a broader development space for their own work through English classes. As for students of other majors, English teachers need to give full play to the advantages of new media technology, expand the scope of English teaching content, and build a more modern English classroom in secondary vocational schools.

2. Give full play to the advantages of new media to create an English teaching atmosphere

The popularization of new media technology has opened people's horizons and greatly enriched people's lives. In the English teaching of secondary vocational schools, teachers can also give full play to this advantage of new media technology, select high-quality English materials for students, and play them with the help of multimedia equipment. In addition, teachers can organize these resources into thematic learning content and send them to students through the information learning platform to provide them with independent learning materials.

For example, in oral English teaching, teachers can collect video materials from the Internet that have standard pronunciation and meet the English level of secondary vocational students. Through the video characters' standard and fluent oral English, students can feel the charm of standard English pronunciation, thus enhancing the appeal of English class and stimulating students to practice oral English. In addition, when teaching English grammar, most teachers will encounter the students' low enthusiasm and low learning efficiency. Give full play to the advantages of new media technology, organize relevant grammar into mind maps, use complete and clear knowledge framework as learning materials, and provide students with learning platforms to facilitate their independent learning. In short, by giving full play to the advantages of new media technology, English teachers of secondary vocational schools can create a good learning atmosphere for students, make their English learning styles more diversified, help open their horizons and improve the quality of English teaching.

3. Using new media platforms to build English communication channels

In teaching, English teachers can provide the arranged videos and audio to students through the "Internet +" platform, creating diversified learning materials for them, and establishing diversified communication channels to break the time and space restriction of teacher-student communication. In addition, secondary vocational English teachers can also use social software to bring English into students' personal lives, and provide students with rich English learning materials through social platforms. For example, English teachers can set up English learning groups for their classes and provide some high-quality English learning materials regularly. On Christmas Day, teachers can recommend some English songs with standard pronunciation and beautiful rhythm that are of high appreciation value. They can also recommend some high-quality European and American movies or fragments, such as *Forrest Gump* and *Finding Nemo*. Students can imitate the expression and intonation of actors in English and so on. It can bring them into English situations and stimulate the interest of secondary vocational students. At the same time, English teachers can also make use of the social software that students use frequently to communicate with students on a daily basis, care about students' life and growth troubles, and establish a harmonious relationship between teachers and students. On this basis, students can have a good impression on English, and then mobilize their awareness of independent learning. By listening more, speaking more and practicing more, they can realize the improvement of comprehensive English ability.

4. Flexible use of new media to innovate English teaching mode

To carry out English teaching in flexible and diversified ways is easier to meet the individual needs of secondary vocational students, so that they can feel the happiness and achievement of learning in English classes. First of all, take MOOCs as an example. It is an open online course supported by Internet technology, which can provide students with rich English knowledge and allow students to choose English materials according to their individual needs. Under this model, secondary vocational students can conduct deep learning on a certain English knowledge point until they master it. Teachers, on the other hand, can present their English knowledge to students by means of animations, videos, documents, etc., visualizing and visualizing difficult English knowledge for students to understand and absorb. Secondly, the application of micro-lesson video can also reduce the learning difficulty of students, and each micro-lesson is short and concise for a few minutes, which avoids secondary vocational students learning a certain knowledge point for a long time, which is more in line with their cognitive characteristics. Finally, English teachers can also design a mixed online and offline teaching mode to give full play to the respective advantages of online and offline teaching modes, so as to keep students' thinking active and stimulate their interest in learning.

5. Make reasonable use of the power of new media to realize interactive learning

Nowadays, with the rapid development of mobile Internet, mobile phones have built a more effective platform for barrier-free communication between teachers and students. Especially, with the popularization and application of wechat, Weibo, QQ and other software, students and teachers can communicate in real time if there is any problem, which improves the effectiveness of teaching and learning and truly realizes interactive learning.

Due to the different majors of secondary vocational students, there will be some differences in the emphasis of English learning. Compared with the traditional teaching mode, the power of new media technology can completely break the one-size-fits-all restriction of the traditional classroom, which has important practical significance for both classified training and graded teaching of students. For example, for the secondary vocational students majoring in international trade, because they need to use English to connect with the world, and English is the main language of their work. Therefore, the English teaching for students of this major should focus on the coordinated development of students' comprehensive English ability. New media technology can create a diversified teaching situation for students, encourage students to effectively apply English words and sentences in the real situation in practice, and then help students understand and solve problems more intuitively and concretely, which is an important way to apply English language. New media technology provides students with a wider coverage, involves more categories and a more relaxed learning environment, at the same time, it also greatly reduces the teaching burden of teachers. All in all, from the perspective of Internet + education, the mobile English teaching mode in secondary vocational schools has become an effective extension and important supplement to the traditional classroom.

Epilogue

New media has given secondary vocational English teaching more diverse possibilities. Faced with new development opportunities and challenges brought by new media, secondary vocational English teachers need to constantly update their teaching work. Schools and teachers should optimize and reform from the aspects of teaching concept, teaching method, teaching system and teacher team construction, keep pace with The Times and combine practice. In order to improve the teaching quality and students' social competitiveness.

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