

Research on the Application of Blended Teaching Method in English Teaching in Vocational Colleges

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Abstract: In the context of vocational education reform, vocational college English teaching needs to keep up with the times. Teachers should pay attention to the change of education and teaching concepts, adjust the classroom environment, enhance students' enthusiasm for knowledge exploration, and deepen their mastery of knowledge. In the current era, blended learning is widely welcomed. Applying it to vocational English not only helps enrich the teaching content, but also promotes the all-round development of students. This article analyzes the application of blended learning from the perspective of vocational English subject, and proposes relevant strategies to improve the level of vocational English teaching.

Keywords: Blended learning; Vocational school; English Teaching

Introduction:

With the advent of the information age, information technology has been widely applied in the education industry, promoting the improvement of teaching effectiveness. In the context of the new era, traditional vocational English teaching methods cannot meet the needs of students. Although traditional teaching methods have some drawbacks, if the teaching methods are completely transformed, it is difficult for students to accept the new teaching mode in a short period of time. Therefore, the blended learning model has emerged, and its application in vocational English teaching can promote the improvement of teaching efficiency and build an efficient English classroom.

1. The Application Significance of Blended Teaching Method in Higher Vocational English Teaching

1.1 Optimizing the teaching atmosphere

In the current era, most students in vocational colleges lack English knowledge reserves, and even have resistance towards English students, resulting in poor English proficiency. Therefore, teachers need to pay attention to the transformation of traditional teaching methods, build a good learning environment for students, and ensure the improvement of their English proficiency. The blended learning method is in line with the English needs of students. Teachers stimulate students' learning enthusiasm and help them deepen their understanding of English knowledge by sharing English knowledge and adopting a network format. At the same time, students can engage in good training activities in offline classroom learning, deepen their memory of English words, enrich their vocabulary, and form a good English learning environment.

1.2 Enriching teaching content

In the context of the information age, information technology is gradually being applied to various industries. Among them, in the education industry, under the influence of the new curriculum reform, blended learning methods have emerged. The application of this teaching model has not only transformed the previous teaching situation. It also expands the learning path of students, allowing them to use information technology for independent knowledge learning and easing the teaching pressure of teachers. In traditional English teaching, there are many shortcomings, such as poor ability of students to acquire knowledge, difficulty in passing through textbooks, and lack of in-depth understanding of knowledge. The implementation of blended learning can promote the improvement of teaching effectiveness. Through blended learning, teachers can reduce teaching difficulty and better stimulate students' learning enthusiasm. For difficult content, students can use online platforms to learn English knowledge, which can help optimize the shortcomings of traditional teaching.

1.3 Meeting student needs

In the learning and life of vocational college students, they often come into contact with information technology, forming relatively novel life and ideological concepts. Therefore, teachers need to start from the trend of the times, deepen their understanding of student needs, and adjust teaching activities to ensure the development of English teaching. From the perspective of vocational college students, the English subject exhibits complex and challenging characteristics, and many students lack English learning ability. In order to enable students to have good English abilities, they not only need to rely on teacher guidance, but also need to find learning methods that are suitable for themselves. Among them, blended learning can meet the needs of students. Through the implementation of this teaching method, it can promote the improvement of students' vocational skills and meet their actual needs.

2. Application Strategies of Blended Teaching Method in Higher Vocational English Teaching

2.1 Cleverly using information technology to enrich the library of teaching resources

In the implementation of blended learning method in vocational English teaching, teachers need to optimize the teaching resource library through the application of information technology, carry out better knowledge transmission according to the characteristics of English teaching, promote the improvement of application effect, and lay the foundation for the development of the curriculum. Firstly, teachers can

adopt various channels to collect resources of different difficulty levels, themes, and forms, promote the enrichment of teaching resources, and lay the foundation for the smooth implementation of the curriculum. At the same time, teachers can use abundant teaching resources to adjust classroom content, and with the flexible application of open courses, e-books and other resources, enrich students' learning scope and promote the achievement of teaching objectives. Secondly, teachers need to adopt the application of online learning platforms and upload teaching materials, adjust teaching resources, including case analysis, classroom cases, etc., to encourage students to actively participate in knowledge exploration activities. Thirdly, teachers can integrate test content into the teaching resource library to understand students' knowledge mastery, and thus adjust subsequent teaching methods and content accordingly. In the teaching resource library, teachers can provide supplementary resources for classroom teaching through the introduction of English practical resources, such as English movies, English articles, etc., so that students can understand the application of English knowledge in different situations and promote the improvement of their language application ability. Fourthly, teachers need to pay attention to the collection of course teaching resources and make the teaching resource library practical by updating course content. Through the implementation of the above measures, a good teaching resource library can be constructed, which not only conforms to the characteristics of vocational English teaching, but also deepens students' understanding of knowledge and forms good language application abilities.

2.2 Focus on classroom teaching and leverage the value of blended learning

In the teaching process of English in vocational colleges, in order to realize the value of blended learning, teachers need to strengthen their attention to classroom teaching, and through the connection and interaction of various teaching activities, enable students to actively participate in knowledge learning. Firstly, teachers need to pay attention to pre class preview activities. Through the application of online resources, provide students with rich preview materials and carry out better guidance activities. Teachers can use online platforms to introduce preview guides, interactive activities, and other forms to encourage students to actively participate in knowledge learning. For example, teachers start from English learning content, play relevant video content, and guide students to engage in discussions. So as to enable students to actively participate in knowledge learning, achieve good pre class preview activities, and promote active learning among students. Secondly, pay attention to teaching in English classes. Teachers need to pay attention to the integration of preview activities and classroom teaching. Teachers can adjust teaching content from the perspective of students. By conducting group analysis, role-playing, and other activities, students can apply previewing to the English classroom. At the same time, in the classroom teaching process, teachers can adopt activities such as voting and online Q&A to encourage students to actively participate in the English classroom, laying the foundation for improving teaching effectiveness. Finally, strengthen attention to after-school preview activities. Teachers can pay attention to the application of online platforms and design exercises, diaries, and other content to deepen students' understanding of classroom knowledge. At the same time, teachers can use online forums, group chats, and other content applications to enable students to engage in knowledge exchange activities and deepen their mastery of learning content. In vocational English teaching, the implementation of blended learning can provide students with a good learning atmosphere and promote the construction of efficient classrooms.

2.3 Carrying out group cooperation to meet the learning needs of students

In the teaching process of vocational English, teachers need to adjust teaching activities based on the characteristics of the English subject, in order to meet the learning needs of students. In the application of blended learning, teachers need to pay attention to group cooperation, guide students to carry out knowledge exchange activities, deepen their understanding of knowledge, and lay the foundation for the development of English teaching. For example, when discussing content related to traditional festivals, teachers can start from the following aspects of teaching: first, teachers need to carry out reasonable group assignments from the perspective of students' curriculum foundation, communication skills, etc. At the same time, teachers can use the form of drawing lots to clarify student tasks, enable them to carry out activities such as literature resources and case analysis, and promote the formation of teamwork spirit among students. Second, teachers need to strengthen the implementation of encouragement activities, so that the group can select representative festivals, such as the Spring Festival, Yuanxiao (Filled round balls made of glutinous rice-flour for Lantern Festival) Festival, and carry out analysis activities from the perspective of traditional customs. Teachers can also strengthen guidance to enable students to use online platforms to conduct good resource collection activities, sort out teaching resources, such as libraries, the Internet, etc., improve students' information screening ability, and deepen their understanding of traditional culture.

2.4 Introducing online teaching platforms to enrich teaching channels

Firstly, teachers need to adopt various online teaching platforms. Among them, platforms include gamification platforms, online discussion platforms, etc., and different platforms have unique advantages. The application of video platforms can help provide sufficient audio-visual materials and encourage students to actively participate; Gamification platforms can provide students with good situations and enable them to have a better learning experience. Secondly, teachers can choose the corresponding platform from the perspective of curriculum objectives and student needs. Ensure the achievement of different learning objectives through relevant platforms. For example, in the English pronunciation practice section, teachers can choose a platform with language recognition function to guide students in learning English knowledge. At the same time, teachers need to strengthen their attention to student situations, analyze their technical familiarity, and choose platforms that are popular with students, in order to ensure the improvement of learning attractiveness. Thirdly, vocational colleges can focus on regular evaluation and updates of online platforms. With the transformation of teaching technology and student needs, teachers need to choose appropriate teaching platforms based on feedback. With the help of the above steps, online teaching platforms can be effectively introduced, enriching teaching channels, and providing students with a better English learning environment.

2.5 Optimizing evaluation activities to enhance the effectiveness of English teaching

In the implementation of blended learning, English teachers need to strengthen the process of teaching, carry out a series of optimization design activities, and use teaching evaluation and feedback to promote the improvement of teaching effectiveness, laying the foundation for the innovative development of English classroom teaching. In the teaching process of vocational English, teachers can start from the following perspectives: first, before the start of preschool teaching, teachers need to carry out evaluation activities for classroom teaching, and improve the scientificity of evaluation by summarizing teaching experience, student needs, and other factors. At the same time, it is necessary to integrate various factors as the basis, formulate corresponding teaching objectives, and reasonably divide teaching objectives based on language, culture, and other perspectives, so as to actively participate in English course learning and deepen students' understanding of knowledge. Secondly, in blended learning, teachers can better collect feedback from students about education through the application of online platforms, and carry out communication activities from the perspectives of online voting, questionnaire surveys, and community discussions, thereby deepening their understanding of student situations, optimizing teaching activities targeted, and providing guarantees for the healthy development of students. Thirdly, vocational colleges can carry out regular teaching and research activities to encourage teachers to analyze English teaching and focus on evaluating teaching effectiveness. With teaching and research as the foundation, teachers can gain more teaching inspiration and carry out adjustment activities to ensure the improvement of teaching level. In addition, teachers can also conduct regular student evaluations, using anonymous forms to enable students to conduct classroom evaluations, and based on survey results, adjust teaching content reasonably to meet students' knowledge learning needs. Fourthly, towards the end of the semester, teachers can carry out a comprehensive teaching summary activity to sort out the English teaching of this semester, including the teaching process, student performance, etc. Based on the comprehensive summary, a relatively complete curriculum system can be developed to provide guarantees for the achievement of teaching objectives. Through the implementation of the above teaching evaluation activities, teachers can better identify the shortcomings of the classroom and make timely optimization and adjustments to meet the learning needs of students while helping to build an efficient English classroom.

3. Conclusion

In summary, the implementation of blended learning in vocational English teaching can cultivate students' comprehensive literacy and provide guarantees for their healthy development. Vocational colleges can promote the improvement of students' English literacy, assist them in English learning, and ensure their personalized growth through group cooperation and optimization of teaching evaluation. In the subsequent English teaching process, teachers need to pay attention to summarizing teaching experience, adjusting teaching activities based on the actual situation of students, in order to ensure the healthy development of students.

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