

Research and Practice of Higher Vocational English Teaching Model under the Means of Informatization

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Abstract:

This article discusses the characteristics of the English teaching system under the modern information technology environment, explores the application strategies of information technology in higher vocational English teaching models, and explores five new higher vocational English teaching models based on modern information technology and their practical effects.

Keywords: *Higher Vocational English, Teaching Mode, Information technology, Student-centered, Digital learning resources.*

I. INTRODUCTION

Educational informatization refers to the use of information technology in the education process to digitize all aspects of education implementation to form an intelligent education model that meets the requirements of the information society. Its purpose is to improve the quality and efficiency of education. [1]

At present, the widespread application of information technology has brought about major changes in education and training, and informatization tools have also provided an important impetus for the reform of English teaching. In the process of higher vocational English teaching, it is necessary to use information technology to teach, integrate existing teaching models, and research unique and suitable teaching models to make teaching closer to the current needs of students, which can not only stimulate students' interest in learning, but also Help students deepen their mastery of curriculum knowledge, improve their abilities, and cultivate comprehensive literacy. It can also improve the teaching effect of higher vocational English teaching and achieve the purpose of improving the quality of higher vocational English teaching.

II. THE CHARACTERISTICS OF THE ENGLISH TEACHING SYSTEM UNDER THE MODERN INFORMATION TECHNOLOGY ENVIRONMENT

2.1 Use Information Technology for Teaching to Promote the Initiative of Students in Learning

In the specific implementation process, teachers can make full use of the advantages of computerized teaching tools and methods to teach English. For example, using a web platform (online) to teach English language courses. By recording and uploading video, audio and other resources for knowledge analysis, teachers can use video, sound, images and other multimedia materials to promote students' understanding of English teaching content. In the process of learning English, students use online technology to combine their own hobbies to better collect English materials, optimize learning resources, and achieve personalized improvement.

2.2 Use Multimedia Technology for Teaching, Emphasizing "Student-Centered"

Change the traditional teaching mode-teachers "speak" and students "listen". Although higher vocational students have weak self-learning ability and self-management ability, their attitude towards new things is always positive and energetic. They are also willing to participate in discussions and are willing to try. The use of multimedia technology in English teaching can highlight students' dominant position and better implement quality education, which is conducive to the cultivation of students' core literacy. The use of multimedia technology to carry out English teaching can combine students' autonomous learning with teacher-led teaching. This combined teaching method can strengthen the guiding role of English teachers and the key characteristics of the cultivation of learners' autonomy. On the one hand, teachers can create new role images, understand the diversity of roles, and let teachers play the roles of instructor, collaborator, designer, learner and researcher. On the other hand, it is helpful for students to actively learn and develop with the help of information technology, and cultivate the spirit of teamwork and the ability to learn independently [2].

III. THE APPLICATION STRATEGY OF INFORMATION TECHNOLOGY IN HIGHER VOCATIONAL ENGLISH TEACHING MODE

3.1 Use Information Technology to Optimize English Teaching Mode

The "National Medium and Long-term Educational Reform and Development Plan Outline" clearly states: "Information technology is changing the development of education, we need to attach great importance to it.", continue to provide a solid hardware foundation for information-based English teaching, train teachers to use information technology for teaching and optimize English teaching mode. Serving higher vocational education. For example, when an English teacher teaches a class, multimedia courseware can be used to teach students. Not only can the original course content be converted into PPT

to show to the students, but also some related animations and videos can be combined for teaching, and interesting topics can be introduced into the unit.

In English listening teaching, teachers can use video listening teaching, combined with audio-visual teaching, to effectively improve the efficiency of students learning English. [3]Online self-paced learning is combined with teachers' classroom teaching, and modern information technology and English practical teaching equipment are fully utilized to cultivate students' listening and speaking ability and autonomous learning ability.

Teachers can focus on listening and speaking teaching in the classroom, using modern information technology such as multimedia, projection, video screen, electronic whiteboard, etc. to allow students to listen and speak English. They can visit online education information resources, special websites and WeChat official accounts together, taking into account the different reading needs of students. Based on modern information technology, students will be grouped according to the tasks of the unit when teaching effectively in the classroom. After class, they use the Internet, cameras, mobile phones and other information technology to complete the English after-class exercises arranged by the teacher on the online platform. In short, teaching English through information technology has great advantages.

3.2 Carrying Out English Second Class Activities through Information Technology

In addition to limited classroom teaching, teachers can also use information technology to open up a second classroom for English learning, that is, use QQ or WeChat as the carrier to create an English salon group or community. Teachers can use English salon groups or public accounts at any time to choose suitable topics according to students' learning situation and learning interests, and conduct secondary learning and discussion regularly. Students can express their opinions and share with each other. Discuss study skills in an English salon group. Teachers can also organize club activities. Members perform English programs in their respective professions, such as singing English songs, recite English poems, and perform English dramas to improve students' learning and English language skills. [4]This method not only promotes a harmonious teacher-student relationship, helps to narrow the distance between teachers and students, reduces students' fear of learning English, but also enriches the ways and forms of students learning English, and improves students' English skills.

3.3 Strengthen Student Learning Management through Network Technology Platform

In the English teaching system, teachers can make full use of online information technology to strengthen the management and supervision of students' learning. The information-based teaching system can effectively capture the time, progress and content of students' learning, which will make it easier for teachers to understand students' learning conditions, and at the same time help teachers to

supervise and guide students to learn English through the network platform. It solves the phenomenon of "disconnected" in the communication between teachers and students after class, allowing teachers to better monitor the progress of students' English learning and solve students' learning problems in time. For example, teachers can choose English language courses (accompanied classrooms) to allow students to practice listening, and English applications can provide students with recordings and videos of each part to suit students' different learning interests. Students can improve their listening skills and participate in activities within a specified time. After completing the English listening tasks assigned by the teacher, students can also choose English learning topics according to their own preferences to improve students' enthusiasm for learning English [5].

The role of modern information technology in the teaching of English courses is of great significance in the process of English teaching. Continuously deepen the integration of English teaching and information technology, use rich teaching methods such as multimedia technology, optimize the structure of classroom teaching, open interesting and effective English classroom activities, and stimulate students' interest in learning. At the same time, you can also use the rich English teaching resources to expand many extracurricular knowledge points, thereby broadening students' horizons and giving students the opportunity to learn more about foreign cultures through network information technology. Only when teachers make full use of the advantages of information technology in English teaching can they better promote the progress and development of practical English teaching in higher vocational colleges.

3.4 Development of New Methods of English Teaching based on Modern Information Technology

A teaching method usually belongs to the category of teaching method and teaching strategy, but it is not completely equivalent to teaching method or teaching strategy. It often refers to a stable combination of two or more teaching methods and strategies. The English teaching model based on modern information technology is a supplement and extension to the traditional English teaching model, and it is a kind of development and innovation. According to modern information technology, English teaching is still an intensive teaching method, but the role of students has changed from "passive" to "active", teachers have changed from "main body" to "dominant", and teaching methods have also changed. The traditional chalkboard has become an integrated, interactive, open, contextualized, and intelligent information technology and multimedia training course. The teaching process has also changed from a single teacher's lecture and students' listening to a teacher-led and student-oriented. Through discussion, collaboration and communication, students actively discover, analyze and solve problems, actively participate in various teaching activities, and at the same time acquire new knowledge in the process of problem solving, and become active learners of knowledge in modern teaching. In addition to cultivating students' English language skills, they have also developed and improved their own learning initiative,

enthusiasm for collaboration and communication with others, the rational use of online learning resources, and the possibility of research and innovation.

3.4.1 "Task-driven and scenario collaboration" learning model based on modern information technology

Collaborative learning usually means that teachers create problems based on teaching goals, use teaching platforms such as Rain Classroom and WeLearn to post assignments, and students use online communication platforms for collaboration, discussion, and learning. The "task-driven collaboration" teaching model is based on modern information technology, emphasizing that students learn and explore through exploration and completion of tasks in a collaborative environment, in an atmosphere of discussion and communication. Throughout the learning process, students are always in the active subject position, independent learning, independent discovery, and independent research. Teachers are no longer the masters of the classroom, but the creators of learning tasks and problem situations. The "scene collaboration" teaching model based on modern information technology can be summarized into four stages: pre-class preparation, task design-scenario development, task refinement-collaborative research, task execution-report and communication, evaluation completion.[6] The overall idea is that each member of the same collaboration group or different collaboration groups shares tasks according to the set tasks, collaborates and communicates according to different aspects of research tasks, and finally forms research results and completes learning.

3.4.2 "Situational Autonomy" teaching model based on modern information technology

The so-called situation creation is to create an environment and atmosphere suitable for the current learning content and close to real life, so that students have a sense of tolerance. Learning is always associated with a specific social and cultural background and situation. Teachers create vivid and intuitive situations related to the learning theme, encourage students to associate, activate students' memory of related knowledge, experience or icon representations, and make students perceive. The knowledge learned is nearby, which inspires students' interest in knowledge and desire to explore.

The so-called autonomous learning refers to a learning model in which students, under the guidance of teachers, choose their learning objectives and learning content according to their overall teaching goals, requirements and cognitive development level, and through self-regulation, conscious learning, and self-improvement. .

The outstanding performance of students in the whole learning process is that they want to learn, be able to learn, and know how to learn. Students are an important part of autonomous learning.

3.4.3 The "context construction-autonomous" teaching model based on modern information technology

The process can be summarized into several stages: scenario development-problem management-autonomous learning-meaning construction. The detailed steps are as follows:

Teachers: create situations, ask questions, pay attention to time, feedback and answer questions, check and evaluate

Students: stimulate interest, clarify goals, learn independently, construct meaning, check and correct

3.4.4 "Context Creation-Research" teaching model based on modern information technology

Today's society is an information society, and the acquisition of student knowledge is largely through the help of teachers and learning partners, and the effective use of various learning resources. Based on the modern information technology-based "context creation-research" learning method, its main links can be summarized as: problem creation-context thinking and discussion-practical research-meaning construction-implementation evaluation. Teachers use online learning resources, multimedia course projects, etc., combined with teaching goals and requirements, as well as the needs and cognitive development of students, to create a relaxed learning atmosphere and real problem situations, allowing students to participate in the learning content, and then actively think, discuss and discuss. Exploration, in the process of discovering, questioning, analyzing and solving problems, purposeful learning, practice and research, analysis, testing and exploration of new knowledge. On the basis of criticism, complete the construction of knowledge meaning. Students are always a key part of this inquiry-based learning process. Teachers always help and guide students to critically absorb and understand online learning resources, understand and think about the effectiveness and accuracy of information content.

3.4.5 Open learning model based on digital learning resources

Digital learning resources refer to multimedia materials that can be used in a multimedia computer or network environment, digitally processed and edited according to learners' learning needs and characteristics, and used for learners' independent learning or collaboration. They have the characteristics of diversity, sharing, interactivity, scalability and reproducibility. Digital learning resources include text, images, sounds, animations, course outlines and videos. The open teaching method of "problem discovery resource utilization" based on digital learning resources refers to a learning mode in which students learn by interacting with different learning resources. The whole process can be summarized as: analyzing students-choosing and asking questions-determining learning topics-autonomous learning and student research-presenting solutions or answers to problems to the

class, and explaining the process of forming the problem. Through learning resources-analyzing and reflecting on the process of solving problems through learning resources-teachers and students jointly evaluate the progress and results of solving problems through learning resources. [7]In this process, a key question also emerged, that is, can the problem be solved by collecting the self-study and research data of an individual or a group of students? If you can solve the problem, you can proceed to the next step smoothly. Inform students of the solution or answer to the problem, and explain the method of using learning resources, and the process of forming the solution or answer. If the student cannot solve the problem, you need to go back to the previous step to continue. Collect information and re-learn and research independently to find solutions to problems.

V. CONCLUSION

Today, entering the 21st century, information technology has developed rapidly, has penetrated into all walks of life, and has had a significant impact on education and training. Based on the "autonomous, collaborative and attractive" higher vocational English teaching model based on modern information technology, using constructivist theory for reference, using modern educational concepts, exploring the deep integration of modern information technology and English, not only has teachers changed their traditional The image of the teaching model has become a student's learning partner. It also organizes student learning through collaboration, exploratory learning guidance, and formulates independent learning strategies so that students become a key part of learning. The diversified three-dimensional expression environment and the true and rich language make it possible for heuristic, discussion, discovery, and research-style independent learning and collaborative learning. It empowers students with the spirit of collaboration, innovation and language, and contributes to the development of students' learning skills. Provides a vast space, but also creates an infinite open teaching space for teachers.

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