

Research on the current situation and Countermeasures of College English blended teaching mode

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Abstract: the blended teaching mode has completely broken through the drawbacks of the traditional teaching mode. Through the deep integration of online and offline teaching, it injects a steady stream of vitality and vigor into the College English classroom. At the same time, it helps to cultivate students' thinking ability and self-study ability, which should be paid special attention by the majority of front-line teachers. They should start from the characteristics of College English to study English learning methods and teaching models that are more suitable for college students. Based on the brief analysis of the concept and characteristics of blended teaching mode, this paper, based on the current situation of College English blended teaching mode, focuses on the effective countermeasures of teaching, in order to achieve the goal of College English teaching, comprehensively cultivate and improve students' core literacy, and help the construction of efficient English classroom.

Key words: College English; Mixed teaching mode; Development status; Effective countermeasures

Introduction

The research data show that the current lack of English professionals is one of the main factors restricting the process of globalization in China. As an important output base for high-quality and basic English talents, colleges and universities should actively explore effective teaching methods and modes that are more suitable for English courses. With its outstanding advantages, blended teaching mode is gradually infiltrating into colleges and universities, which has attracted extensive attention of front-line English teachers. It can be said that the hybrid teaching mode has been widely promoted and continuously improved in many colleges and universities because it is more in line with the learning interests of contemporary college students and the college education and teaching mode. It is believed that this new teaching mode will have a brighter future in Colleges and universities and other types of schools.

1 Current situation of College English blended teaching mode

1. Development status

Because of the outstanding advantages of the hybrid teaching mode, it can play a unique role in improving the teaching quality of professional courses. Therefore, this new teaching mode has been widely implemented in the education sector and has achieved satisfactory results. In this context, scholars from all walks of life have also joined in the research on the integration of blended teaching mode and English curriculum. From exploring the theory of blended teaching mode to trying the practice of blended teaching mode, it has been in the ascendant. In this context, a series of cross era teaching models came into being, such as the combination of blended learning and flipped classroom, the combination of blended learning and cloud classroom, and the combination of blended learning and wechat public platform, which have been favored and recognized by teachers and students. In addition, some colleges and universities are also strengthening the construction of student distance learning platforms, teaching management platforms and teacher platforms, aiming to provide students with more personalized and diversified learning platforms. At the same time, the lifelong learning mode of "credit bank" has been implemented to promote students' in-depth learning. From the perspective of the effect of the application of blended teaching mode in Colleges and universities, no matter what form it is displayed in front of students, it can effectively reflect the irreplaceable role of the blended teaching mode in promoting the teaching and learning effect and quality. It is believed that the blended teaching mode will become a teaching mode with great development potential in the future and will have a brighter future.

2. Existing problems

First of all, the goal of College English blended teaching is lack of systematicness and clarity. Under the background of educational informatization, the degree of integration of blended teaching mode and College English has attracted the attention of teachers and students. Blended teaching mode not only emphasizes the integration of different teaching concepts, but also refers to the integration of different teaching methods, teaching means and environment. However, when universities focus on these factors, they often ignore the importance of teaching objectives in the whole teaching process. Originally, the formulation of teaching objectives after the integration of College English and blended teaching mode should refer to the specific needs of students' development, social development and discipline development. However, in practice, when colleges and universities pay more attention to and emphasize the full play of students' principal role, they ignore the unity and integrity of English and blended teaching objectives. For a long time, teachers' lack of systematic and unified reference standards for teaching design has led to their inability to truly grasp the differentiated needs of students' English learning. From the perspective of long-term development, this may hinder the application of blended teaching mode in College English courses, which is not conducive to long-term development.

Secondly, blended English Teaching in Colleges and universities failed to give full play to the advantages of information technology.

Based on the requirements of blended teaching mode, in the process of English teaching practice, it emphasizes the organic integration of online learning and face-to-face teaching in the classroom. As an effective teaching aid, information technology can truly participate in every link of teaching. Teachers can promote the deep integration of English curriculum and information technology through effective guidance. Further, to build a truly reasonable, efficient and free knowledge internalization and absorption environment and mode for students is conducive to fundamentally breaking the drawbacks of the traditional teaching mode, and promoting the whole teaching and learning process to show interest and diversity. However, although the English classroom is gradually changing in the direction of informatization, and colleges and universities have also introduced many effective network teaching and learning platforms, it is disappointing that most of the teaching platforms are only a simple display of the electronic version of English textbooks, and often do not give full play to the powerful functions and unique roles of modern network information technology, It can not help students to maximize the absorption of classroom teaching content, and ultimately it is difficult to meet the teaching needs of hybrid teaching mode.

2 Effective countermeasures of blended teaching mode in College English

1. Construction of English blended teaching community

First of all, teachers should change their teaching ideas and improve their professional quality. Teachers are the main implementers of blended teaching, and also the key instructors of students' learning. To achieve twice the result with half the effort, teachers should collect more rich and colorful material resources for students' learning before class. In the formal classroom, teachers guide students to further learn English knowledge and exercise their comprehensive English ability by creating situations and designing tasks. At the same time, teachers should also innovate teaching methods, introduce new teaching methods such as micro class, flipped classroom and MOOC, and highlight the dominant position of students' learning. Especially in the context of educational informatization, teachers change from a single knowledge imparter to an assistant, guide and practitioner. Therefore, it is important and necessary for teachers to continuously strengthen their knowledge and improve their professional skills.

Secondly, improve students' initiative and stimulate their interest in learning. Many non professional students in Colleges and universities often hold the negative concept of "useless English", which directly affects students' learning enthusiasm and initiative. Therefore, blended teaching should gradually guide students to establish a correct concept of learning. By introducing examples, students can truly understand the significance of learning English to life, learning and life by watching documentaries. In addition, in order to fully mobilize students' learning desire and interest, teachers can base on teaching content and integrate online resources to truly realize the purpose of teaching students according to their aptitude. For example, teachers should pay full attention to the pre class preview link to cultivate students' self-discipline and autonomous learning ability. Taking micro class teaching as an example, teachers can upload the micro video made in advance to the sharing platform for students to carry out autonomous learning, so as to guide them to learn to make a scientific learning plan and truly develop good learning habits.

2. Improving the English blended teaching resource base

Under the background of "Internet +", teachers need an open, reliable and intelligent campus information platform to realize English mixed information teaching, so as to provide a more harmonious and positive information environment for teaching and learning.

First of all, the implementation of the teaching process cannot be separated from the rich resources as the basis. Based on this, both schools and teachers should introduce more teaching resources to achieve the purpose of enriching teaching content. In hybrid teaching, relying on information technology, teachers' access to teaching resources is more convenient, and resource materials are relatively flexible. At the same time, different schools and teachers can share teaching resources to promote the in-depth application of Hybrid Teaching Mode in the process of sharing with each other. For example, schools jointly build an English knowledge base and establish an open online communication platform for teachers' teaching and research. At the same time, for English subjects, they can regularly organize and hold a series of colorful comprehensive practical activities, such as speeches, topic debates, essay solicitation, etc..

Secondly, further improvement of the blended teaching platform is conducive to laying a solid foundation for the deep integration of English teaching and blended teaching mode. Therefore, the school can build a smart classroom, which integrates multimedia classroom, computer classroom, campus TV station, teaching recording and broadcasting and other environments. Relying on advanced wireless network technology and virtual matting technology, the school can create a digital teaching environment with the help of a diversified learning platform, effectively build a smart classroom, and truly realize English teaching, learning, examination, practiceComment on the integrated teaching objectives.

3. Optimizing the management system of English blended teaching

First of all, for teachers, we should establish a teacher training system that is conducive to the long-term development of English teachers. Teachers should actively participate in all kinds of training organized inside and outside the school, such as information teaching, multimedia courseware production, etc. only teachers keep pace with the times, can the teaching effect be guaranteed. In addition, teacher training can adopt a phased and hierarchical model. First, cultivate the leaders of mixed teaching, and then let them drive the growth and development of other teachers. All teachers should jointly explore the application skills of mixed teaching mode, and then serve the practice. For example, on the one hand, we can promote the close communication between teachers by observing excellent courses, on the other hand, we can strengthen their understanding and application of hybrid teaching mode by holding seminars and lectures related to research topics, or organizing teachers to visit other schools to exchange teaching experience with other teachers.

Secondly, establish reasonable mixed teaching rules and regulations. First, according to the actual situation of the major, different English teaching management objectives and tasks are set from top to bottom. In this process, it is necessary to pay attention to the harmony and unity of online and offline teaching practice and daily teaching management, so as to ensure the orderly development of teaching work. Second, set up rules and regulations for the management of English blended teaching. Although hybrid teaching is more flexible than traditional teaching, it does not mean that it is presumptuous and without institutional constraints. When establishing rules and regulations, it is particularly necessary to pay attention to the effective combination of online teaching and offline teaching link management, rather than the independent management of each link.

4. Reconstruction of English blended learning evaluation system

The blended teaching mode is not only greatly different from the traditional classroom form in terms of teaching philosophy, teaching methods and teaching process, but also unique and diversified in terms of evaluation. Generally speaking, the learning evaluation system not only includes the evaluation of students, but also involves the evaluation and implementation of tasks, teaching implementation, rules and regulations, teaching results and other aspects. As far as college English is concerned, in addition to the above aspects, the evaluation system also puts forward higher requirements for the evaluation of communication and organizational application in the teaching process because it belongs to the language direction. In addition, because the hybrid teaching mode involves both online and offline content, the whole teaching scheme and the evaluation design of teaching implementation process also show complexity and flexibility. From this point of view, it can be seen that the evaluation system under the blended teaching mode of College English has several characteristics, including the diversification of evaluation subjects and evaluation contents, the diversification of evaluation methods and methods, and the diversification of evaluation standards.

According to the evaluation method, we should pay attention to the mutual supplement and collaborative development of process evaluation and summary evaluation. Among them, the process evaluation has obvious dynamic characteristics. It can give the evaluation results timely according to the performance of teachers and students, which makes the whole evaluation process more accurate and the results more convincing. At the same time, colleges and universities should also adopt multi-agent evaluation methods. In addition to self-evaluation and others' evaluation, online evaluation and other evaluation methods should also be introduced, so that different subjects can have a clearer and in-depth understanding of the specific situation of students and teachers in all aspects, and ultimately help hybrid teaching achieve more outstanding results.

In addition, teachers should also apply the online and offline hybrid evaluation method to the whole process of College English classroom teaching, so as to dynamically monitor students' learning situation. This way is conducive to teachers' solid grasp of students' learning characteristics, timely check omissions and fill vacancies, so as to achieve the comprehensive improvement of teaching and learning quality. Specifically, for online teaching, teachers can record students' classroom participation in real time, such as English listening, speaking, reading and writing, as well as the completion of tasks and assignments. For offline teaching, teachers can further carry out a comprehensive evaluation of students by means of test question detection.

epilogue

In a word, teachers and students are two important components of the blended teaching model in College English, and they are also the key subjects to promote the orderly process of English teaching. How to realize the coordinated development and win-win cooperation of teachers, students and even schools is the issue that scholars should focus on in the future.

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Shenzhen elderly education and its online course construction from the perspective of elderly care

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Abstract: for the next step of building Shenzhen into a benchmark city of livelihood and happiness for the elderly, this paper puts forward the innovative idea of making learning the best pension mode in Shenzhen. Shenzhen's elderly education should rely on the strength of professional institutions and professional teams, take the path of cooperative education, and guide students to learn to support the elderly with high-quality courses. Let Shenzhen become a standard R & D center and product development center for online courses of elderly education. It will play a leading role in the construction of a possible unified public service platform for educational resources of national universities for the elderly in the future.

Key words: old people take care of themselves; Education for the elderly; Online courses

1 Shenzhen is committed to building a benchmark city of livelihood and happiness for the elderly

1. The requirements of the times for the implementation of the national strategy to actively respond to population aging

The Fifth Plenary Session of the 19th Central Committee of the Communist Party of China put forward the "implementation of the national strategy to actively respond to population aging", which is a major strategic deployment based on the present and with a long-term perspective made by the CPC Central Committee through scientific research and profound analysis of the new situation of China's economic and social development, and is the requirement of the times for China's work on the elderly. The whole Party and the whole society have reached consensus, coordinated the resources and forces of all parties, and responded in a timely, scientific and comprehensive manner to the problem of population aging.

2. Draw a blueprint for the practice of "providing for the elderly"

Shenzhen has drawn up a series of practical blueprints for building a "leading demonstration area of socialism with Chinese characteristics" and building a benchmark city for the well-being of people's livelihood. In October 2019, the decision on building a high-level elderly care service system was issued to make a long-term and comprehensive deployment of elderly care services in Shenzhen. In July, 2020, the implementation plan for building a high-level "1336" elderly care service system in Shenzhen (2020-2025) was issued, which proposed 17 projects and 67 projects. The 57th project was "community (air) University for the elderly", and the construction of "Shenzhen University for the elderly and Shenzhen evergreen University for the elderly" was included as a sub task. In August 2020, the notice on promoting the standardization construction of the evergreen University for the aged was issued, officially opening the curtain of the standardization construction of the four-level system of Shenzhen evergreen University for the aged. In November this year, the regulations of Shenzhen Special Economic Zone on elderly care services were issued, It clearly stated that "the Municipal People's government should promote elderly education as a whole, establish and improve the elderly education network at all levels of the city, District, street and community, share elderly education resources, courses and teachers, and build a platform for older people's learning and social life." "Guide and support social forces to provide services such as elderly education, living in retirement, elderly culture, elderly leisure and entertainment."

3. The practical action of promoting "old people to take care of themselves"

(1) Put ideas first, focus on the concerns of the masses, and plan the overall development of "providing for the elderly" from a high position

Based on a thorough understanding of the important instructions of Secretary Xi's important speech, a comprehensive grasp of the overall layout of the central and Guangdong elderly care work, aiming at the goal of "providing for the elderly", closely following the theme of high-quality development, and based on reality, the "Shenzhen path" of "providing for the elderly" is proposed, which focuses

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