

# Research on the application of online and offline “hybrid” teaching mode in public English teaching in higher vocational colleges

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**Abstract:** with the deepening of vocational education reform, public English Teaching in higher vocational colleges should be further optimized. Teachers should actively introduce new educational concepts and teaching methods, so as to better arouse students’ interest, strengthen their understanding and application of Public English knowledge, and improve the effect of education. As a popular mode of education, online and offline blended teaching can enrich the content of public English teaching in higher vocational colleges to a great extent, broaden the path of education, and greatly promote the comprehensive development of higher vocational students. In view of this, this paper will analyze the application of online and offline blended teaching mode in public English teaching in higher vocational colleges, and put forward some strategies.

**Key words:** online and offline hybrid teaching mode; higher vocational education;

## 1 Overview and development conditions of online and offline “hybrid” teaching mode

### 1. Overview and analysis of online and offline hybrid teaching mode

The online and offline hybrid teaching mode refers to a new means by which teachers integrate online teaching and offline classroom teaching to highlight the educational advantages of the two when carrying out educational activities. When applying the online and offline blended teaching mode to public English teaching in higher vocational colleges, teachers need to fully integrate the online and offline high-quality teaching resources, arouse the interest of higher vocational students by carrying out various educational activities, and then highlight the dual subject status of higher vocational students and teachers, so as to make full use of the existing educational resources and improve the educational effect. In short, the online and offline hybrid teaching mode is the result of the integration of network teaching and classroom teaching, involving many aspects of theoretical knowledge such as constructivism, behaviorism, functionalism and so on.

### 2. Development conditions of online and offline hybrid teaching mode

Teachers should fully integrate online and offline resources, integrate the advantages of classroom teaching and online teaching, and carry out educational activities from the perspective of integration. When carrying out classroom teaching, we should focus on the basic

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teaching content, so as to help higher vocational students better grasp the key knowledge. Therefore, we can start from reading, writing, translation and other aspects, reasonably carry out teaching practice activities, and meet the public English learning needs of higher vocational students by combining their cognitive level, knowledge reserve and other factors. When carrying out online teaching, we can introduce more abundant teaching resources, so as to better trigger the initiative of higher vocational students to participate in public English knowledge exploration, enhance their mastery and cognitive level of the knowledge they have learned, so as to cultivate more high-quality talents. According to different majors in higher vocational colleges, teachers can combine the characteristics of each major and choose teaching resources in geography, economy, law and other aspects, so as to meet the learning needs of higher vocational students and improve the quality of education.

## **2 Obstacles to the application of online and offline “hybrid” teaching mode in public English teaching in higher vocational colleges**

At present, many teachers have started to try to apply the online and offline blended teaching mode to public English teaching, but the effect of their actual education is not ideal, and the breakthrough of the inherent teaching mode is also very low. The reason is that some teachers do not have the professional knowledge of information technology to support their online teaching. When applying the online and offline blended teaching mode to public English teaching, teachers should have strong information technology practice ability, so as to better deal with all kinds of online teaching resources. However, due to some teachers' limited level of information technology, they waste a lot of time in preparing lessons, which is also one of the obstacles to the application of blended teaching mode in public English teaching.

When applying the online and offline hybrid teaching mode to public English teaching in higher vocational colleges, we should fully sort out the existing online education resources, record and edit micro lessons and videos with materials related to teaching content, and make corresponding interpretation videos according to the cognitive ability and interest tendency of higher vocational students. The development of these activities needs a solid professional knowledge of information technology as a support. Moreover, in order to better meet the personalized English learning needs of higher vocational students, we should also ensure the diversity of courseware when applying the blended teaching mode to the classroom. For this reason, we need to spend a certain amount of time collecting expansion resources related to the history, geography, culture, law, business etiquette, customs, science and technology and other topics in the textbooks, and then we can complete the production of online teaching video. This is a project that requires the cooperation of many teachers. However, in addition to teaching, public English teachers also undertake certain scientific research and administrative tasks, which leads to a lack of time for them to carry out online resource construction, making it difficult for them to persist.

## **3 The value of online and offline “hybrid” teaching mode in higher vocational public English teaching**

### **1. Conducive to the cultivation of compound talents**

At present, the demand of many enterprises for English compound talents has increased significantly. For higher vocational students, in order to make more contributions to the country and society, they must constantly improve their English comprehensive ability and practical ability, so as to significantly improve their professional competitiveness. By applying the online and offline hybrid teaching mode to public English teaching in higher vocational colleges, it can expand the depth and width of English teaching content, help higher vocational students gradually form a high level of cross-cultural awareness and ability, help their oral English, reading ability, English writing level and other further development, and enable them to communicate and exchange with foreign friends more efficiently in life. When carrying out blended public English teaching, we can try to introduce engineering English, business English, tourism English and other contents into the classroom, so as to enable higher vocational students to achieve diversified development and help further improve their compound ability.

### **2. Conducive to meeting the challenges of AI**

With the continuous development of science and technology in China, AI technology has been widely used in many enterprises. Many translation companies and multinational enterprises have started to use AI technology to assist translation. In this context, some simple translation work can be completed by artificial intelligence, which virtually reduces the number of corresponding positions in such enterprises, and has a great adverse impact on the employment of higher vocational students in the future. If higher vocational students do not have strong comprehensive ability, they are likely to be replaced by machines and face the risk of unemployment. However, the online and offline hybrid teaching mode can effectively improve the development of Higher Vocational Students' comprehensive ability and compound ability, so as to better adapt to the needs of the times and meet the challenges brought by artificial intelligence.

## **4 The application strategy of online and offline “hybrid” teaching mode in higher vocational public English teaching**

### **1. Deepening the exploration of blended English teaching**

At present, the application of online and offline blended English teaching mode in public English teaching in higher vocational colleges has gradually become a trend. We should carry out a more in-depth and active exploration on the application methods and forms of blended English teaching mode. Therefore, the English teaching and research group can regularly carry out mixed teaching seminars according to the actual situation of the school, carry out more reasonable planning for education activities, clarify the responsibilities of each teacher,

and apply the online and offline mixed English teaching mode to public English teaching by means of point to area and step-by-step implementation.

For example, when carrying out the teaching of some knowledge of cross-cultural communication, we can introduce the blended English teaching mode and extend it to other teaching contents in combination with the actual educational effect. When applying the online and offline blended English teaching mode to the public English classroom in higher vocational colleges, we can set a construction period of 3-5 years. In this process, teachers can organize the corresponding educational resources more fully, produce more high-quality information-based teaching courseware, and introduce it into the online teaching platform, so as to improve the comprehensiveness and pertinence of teaching work.

In order to further explore the blended teaching mode, we can create a special video production team according to the actual situation, realize more efficient teaching resources arrangement, and help other public English teachers produce various online teaching videos. Not only that, teachers can also send their own video resources to the production team, so that they can edit and organize the corresponding video resources, which can effectively reduce teachers' time for lesson preparation and enable them to put more energy into the optimization of teaching content.

#### 2. Carry out blended English teaching evaluation and optimize teaching strategies

In fact, not all situations are suitable for the use of online and offline hybrid teaching mode. We should carry out a reasonable analysis of its application conditions, so as to ensure the effect of education. In addition, when applying the blended teaching mode to public English teaching, we should carry out more reasonable teaching evaluation, so as to further test the teaching effect and optimize the subsequent teaching process and teaching content. When carrying out public English teaching based on the online and offline blended teaching mode, many teachers will adopt the combination of formative assessment and process assessment, and integrate students' self-assessment, teachers' assessment, students' mutual assessment and other methods to greatly improve the comprehensiveness and systematicness of teaching evaluation.

If we want to improve the quality of teaching evaluation, we can start from the following two aspects: first, online learning and classroom learning evaluation for higher vocational students. When carrying out this kind of evaluation work, we can analyze the knowledge understanding level, learning effect, learning autonomy and other aspects of higher vocational students, combined with students' mutual evaluation, special examination and other methods, to improve the evaluation process, so as to trigger the learning initiative of higher vocational students and improve their learning depth. Second, the comparison method is used to evaluate. Before carrying out the evaluation work, we can select a control group, and then use the online and offline hybrid teaching mode to complete the teaching of a lesson, compare the experimental group with the control group, and analyze the learning effect by using the test method, so as to highlight the advantages of hybrid teaching and find the deficiencies of higher vocational students' English knowledge system.

#### 3. Construction of diversified network teaching resource base

If we want to improve the application effect of online and offline blended teaching mode in public English teaching in higher vocational colleges, we should reasonably use online teaching resources, which requires us to start from the two levels of "doing" and "building". Generally speaking, "doing" mainly refers to the production of online teaching video. Combined with a variety of online video with rich content, it can effectively arouse the learning interest of higher vocational students and enhance their initiative to participate in knowledge learning. In terms of video types, in addition to introducing online media video according to textbooks, we can also make some more targeted micro class videos according to the actual needs of higher vocational students, which can significantly improve the depth and breadth of teaching work, help higher vocational students further improve their knowledge reserves, and improve their understanding and application of English knowledge. In terms of content, the construction of the resource base can not only include teaching material resources, but also introduce some industry English and high-quality open courses into the resource base according to the characteristics of different industries, so as to lay a solid foundation for the follow-up education activities.

"Construction" mainly refers to the construction of network resource base. When applying the online and offline blended teaching mode to the public English classroom in higher vocational colleges, we should choose the appropriate online teaching platform. At present, there are many teaching platforms in the market, but the teaching resources on most platforms are not comprehensive, and there are also some problems in compatibility, which makes it difficult to meet the learning and development needs of higher vocational students. To this end, we can combine the actual situation of higher vocational students, introduce some characteristic resources into the network resource library, and share online resources with higher vocational students by using platforms such as blue ink cloud and rain class, so that they can break the boundary between themselves and public English knowledge, and promote them to form a good habit of self-study.

#### 4. Innovating blended English teaching methods and reorganizing teaching process

When carrying out public English teaching in higher vocational colleges, we should actively innovate the online and offline mixed English teaching mode, and reasonably reorganize the current teaching process, so as to make the online and offline mixed teaching mode play a greater role in public English Teaching in higher vocational colleges. For example, when carrying out public English teaching activities based on blended teaching mode, we should actively carry out practical teaching and encourage higher vocational students to deal with practical problems in combination with English knowledge, so as to enhance their interest in English learning and change their inert thinking. In carrying out the design of teaching activities, we can not only reconstruct the process of public English teaching, but also design some translation practice activities related to their majors according to the actual situation of higher vocational students, so as to help them

understand the knowledge more deeply. In addition, we can also combine school enterprise cooperation activities to let higher vocational students enter the enterprise to carry out practice, so that they can find their own problems in practical work and improve the public English knowledge system.

## summary

To sum up, if we want to improve the application effect of online and offline “blended” teaching mode in higher vocational public English teaching, we can deepen the exploration of English blended teaching; carry out blended English teaching evaluation and optimize teaching strategies; build a diversified network teaching resource base; innovate blended English teaching methods; restructure the teaching process and other aspects of analysis, to promote the application quality of online and offline “blended” teaching mode in higher vocational public English teaching to a new height.

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