

Construction of Mixed Classroom in Higher Vocational English Teaching under MOOC

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Abstract: English course in higher vocational education is a compulsory basic course for students in Higher Vocational education. MOOC, as a new teaching mode, has been continuously promoted. Combining the teaching characteristics of professional courses in Higher Vocational colleges, giving full play to the advantages of MOOC and flipped classroom, a hybrid teaching mode based on MOOC is constructed. Enriching and optimizing English teaching resources in Higher Vocational colleges, setting up English courses scientifically and rationally, organizing and implementing English teaching in a diversified way, and conducting academic evaluation in a diversified and normalized way can improve the present situation of English teaching in Higher Vocational Colleges in China, thus effectively improving the quality of English teaching in Higher Vocational colleges. On the basis of making full use of information technology, we should strengthen the application of network platform curriculum resources so as to achieve the goal of autonomous learning and absorbing extra-curricular knowledge. Build a mixed teaching platform from on-line to off-line, so as to change the traditional teaching knowledge into ability cultivation, teaching into learning, classroom teaching into combination of inside and outside the class.

1. Introduction

With the development of economy and society and the implementation of the national “the belt and road initiative” strategy, the globalization and internationalization of all walks of life has become an irresistible trend and trend, which also puts forward higher requirements for the English level of higher vocational graduates. MOOC, all called Massive Open Online Courses, is a large-scale online open course [1]. MOOC is based on the Internet, which takes courses all over the world. The users of MOOC resources include teachers and students. They can be divided into resource management system, teaching management system, autonomous learning system and evaluation feedback system according to system functions [2]. Under the condition of information technology, the new hybrid teaching mode promotes the innovation of classroom teaching mode. It turns the traditional learning process upside down, and the students become the leading learners, which leads to the change of the roles of teachers and students, the change of teaching mode and the change of learning mode [3]. It emphasizes the role of social, cultural and historical background of learners themselves, the key role of individual initiative in the process of building cognitive structure, how to exert individual initiative in the cognitive process, the exploration of the generation process model of learning, the non-structural experience background, etc [4]. Important courses to enhance the ability of career sustainable development are mainly divided into basic English required by students of various majors and industry English for students to learn related majors. The overall goal of the course is to expand students' employment and cultivate students' ability of sustainable development [5].

English is a practical course of language. Making full use of modern network technology and multimedia resources, improving learning motivation and strengthening self-learning awareness online are new ways of English teaching in Higher Vocational colleges. In today's Internet era, MOOC provides a new perspective and opportunity for the reform of English teaching in Higher Vocational colleges [6]. At the same time, the opening of MOOC makes learners free from regional restrictions, alleviates the contradiction of unbalanced educational resources to a certain extent, and makes a great step forward to educational equity. MOOC free learning time enables learners to

make full use of their spare time. They do not have to be limited by the teacher's class time as in the traditional classroom, but can freely choose the class time according to their own time [7]. To stimulate students' consciousness and enthusiasm in learning English; To correctly handle the relationship between testing and teaching, language testing should focus on assessing students' actual ability to use language and prevent examination-oriented education. It enables students to consciously monitor their own language output by using grammar knowledge learned in English communication, thus ensuring the fluency and accuracy of the language, improving students' language output ability and enhancing students' confidence in using English [8]. Students can also put forward questions or suggestions to teachers according to their own learning situation. Teachers can delete teaching contents according to students' learning situation or students can propose contents that need to be deleted, thus enriching the learning meta-system around knowledge points [9]. It is of great significance to give full play to the advantages of MOOC and to carry out research on MOOC-based mixed teaching mode in public courses, professional basic courses and other courses with a wide audience [10].

2. Reform of Mixed Teaching Model

2.1. Characteristics of MOOC

MOOC's specific teaching activities and teaching organization form have strong interaction and participation. Students discuss some issues online, which is the most valuable place for MOOC. With the help of MOOC platform to reform the old evaluation system and incorporate data analysis of the National People's Congress, while helping students to lay a good foundation in language, the focus is on improving their listening, speaking, writing and other application abilities. Learners need to go through two steps in online course learning: course selection and learning. During the course selection, the course selection is carried out by integrating such information as teacher information, syllabus, video introduction, text introduction, learning evaluation, expected objectives, course groups, etc. MOOC learning needs to be carried out on the network platform, and is not limited by time and space. It is a mode of network courses at this stage. It is a new height of the development of information-based teaching. The promotion of MOOC effectively realizes the transformation of teaching methods from “accepting” to “active” and from “imparting” to “learning”. MOOC teaching plays an auxiliary role in English learning in Higher Vocational colleges. It can help students choose different knowledge points to consolidate, especially in areas of interest to them. It is helpful to improve their professional ability and expand their knowledge, The elements of MOOC curriculum are shown in Table 1 and Figure 1.

Table 1 MOOC course elements

	Resources	Feedback
Interactive media	13.18%	16.17%
Online learning	19.50%	15.65%
On-line testing	19.32%	14.26%

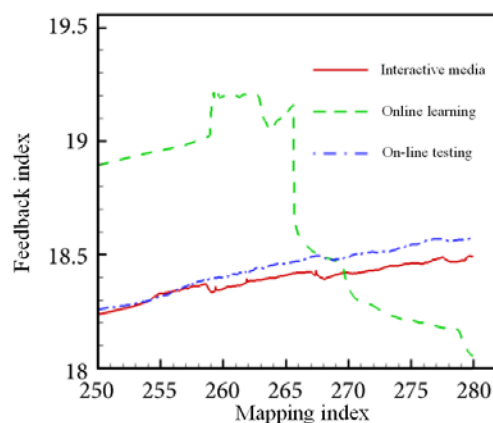


Fig.1. MOOC course elements

2.2. Using MOOC to promote the completion of teaching goals

From the perspective of teaching, MOOC mode provides new resources for English teaching in Higher Vocational colleges. Higher vocational colleges should actively explore the establishment of teaching resources sharing system. Attaching importance to the rational use of teaching resources, relying on modern information technology, through training students to use English creatively in the classroom, help them to externalize the language knowledge they have mastered, and ultimately improve students' comprehensive English skills. This makes the teaching situation more realistic and ecological. Using different modules of MOOC to design information-based teaching content reasonably, setting individually according to different students' characteristics and learning stages, constantly improving the depth and level of information-based teaching and improving students' innovative ability. According to the different knowledge points and skill points in industry English, students can be tested online about the basic knowledge content, and students can also be investigated in the classroom by means of on-the-spot answers and role-playing. The mixed teaching content mainly includes teaching resources with short videos and interactive exercises of about ten minutes, as well as teaching activities for the teaching resources. Share expanded learning results, new knowledge, new technologies, new viewpoints and new resources with other learners through MOOC Learning Center. The students completed the corresponding clearance tests in MOOC learning, fed back their learning status, and laid the foundation for the next period of learning.

Higher vocational English teaching is an organic part of higher education. Higher vocational English course is a compulsory basic course for higher vocational students, whether it is to cultivate students' comprehensive humanistic quality or to improve students' language application ability. The traditional classroom teaching resources come from the lesson preparation of the teaching teachers. The MOOC era is the resource sharing of the whole society. The concept of social teaching will replace classroom teaching. In the process of cooperation, there will be necessary dependence between universities and enterprises. With the in-depth and diversified development of courses, school-enterprise integration is an important aspect of MOOC development and has a direct impetus to the integration of teaching resources. Improving the teaching evaluation system is increasingly important in the teaching of professional English. Therefore, teachers must pay attention to the evaluation of professional English teaching and highlight the assessment of students' autonomous learning ability. In the process of students' independent outward bound learning tasks, teachers through the MOOC learning center, online guide students to complete outward bound learning tasks, check the students' passing tests, and make a comprehensive assessment of students' learning situation. Help teachers to understand students' learning situation, the difficulty of learning content, the effect of homework completion, and give timely answers to students' questions, so as to facilitate teachers to urge students whose learning progress is slow and test results are unsatisfactory. It makes online learning a brand new way of learning, realizes the interaction of English teaching under the network environment, and makes the English teaching objectives of higher vocational colleges become diversified and autonomous.

3. Analysis of the Current Situation of English Learning of Higher Vocational College Students and Determination of Their Learning Objectives

3.1. Enriching and optimizing English teaching resources in higher vocational colleges

The mixed English teaching mode in higher vocational colleges is based on constructivism theory, organically combines online and offline teaching environments, and integrates the advantages of MOOC and traditional teaching. Its proposal is to actively comply with the development requirements of computer information networks. Use classroom education time to discuss the problems found by students watching teaching videos in an information environment. Higher vocational colleges should make good use of MOOC resources and MOOC technology to complete the innovation and transformation of teaching methods and broaden the traditional teaching forms. Using various network platforms in MOOC mode to carry out multi-party

interactive hierarchical teaching. In the learning forum, the discussion and interaction between students and students, students and teachers can consolidate the knowledge learned, solve the problem of not understanding in class, and is conducive to improving the learning efficiency of students. The choice of knowledge points and skill points should combine the listening, speaking, reading and writing of English courses with the needs of industry, profession and profession, reflecting the characteristics of English in different industries. Improve the initiative and enthusiasm of learners, and adopt various control measures to achieve the best state of their own learning. The combination of online self-learning and traditional classroom learning can complement each other and make learners summarize the knowledge they have learned. Integration. With the development and maturity of network technology, students can search for relevant knowledge directly on the Internet, so that learning is no longer limited to the study of paper textbooks. The impact analysis of students' self-learning ability is shown in Figure 2.

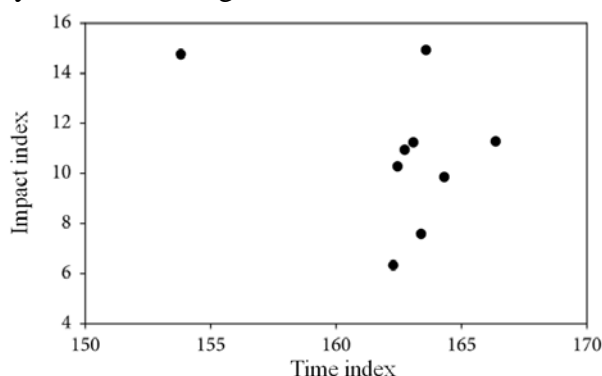


Fig.2. An analysis of the impact of students' self-regulated learning ability

3.2. Setting up English courses scientifically and reasonably

MOOC's teaching method can allow teachers and students to interact through discussion communities or social platforms, and can also collect and feed back students' questions. Teachers display excellent learning works in the form of videos on the teaching platform according to the learning situation of students; It is also possible to organize and collect expanded learning resources related to teaching contents to set up expanded tasks. Through on-line communication and discussion, teachers and students have better realized the contact and interaction between teachers and students and students under the class, which is also convenient for teachers to provide individual guidance to individual students in case of problems. Students' questions can be answered by teachers in time and they are more willing to communicate with teachers. To independently complete the task of expanding learning; In the process of independently completing the extended learning task, through MOOC learning center, conduct online communication with other learners or seek remote guidance from teachers to solve the problems encountered in the learning process; Students learn through expansion. To cultivate students' learning interest and autonomous learning ability, enable them to master effective learning methods and learning strategies, and lay the necessary foundation for improving students' employment competitiveness and future sustainable development. The mastery and application of certain English reading strategies can help us overcome the obstacles of vocabulary, syntax and semantics, achieve good reading effect and ideal reading speed, and achieve the ultimate goal of learning a foreign language. In particular, the new teaching mode should embody the leading role of teachers in the teaching process and the dominant position of students in the teaching process. While making full use of modern information technology, we should reasonably inherit the excellent parts of traditional teaching mode and give full play to the advantages of traditional classroom teaching.

MOOC-based hybrid classroom construction of English teaching in higher vocational colleges brings various learning experiences to students, enables students to enjoy the learning process of English, changes rote learning into happy learning, and improves students' learning efficiency through the diversity of learning approaches and methods. The mixed curriculum teaching mode can be divided into: pre-class introduction, students' online autonomous learning, homework

assignment after class, and learning evaluation. Set up specific learning content according to each link. Closely cooperate in the arrangement and design of course content. Before creating the teaching video, a team of lecturers should be formed to decompose the unit contents, reasonably arrange the sub-units according to the differences of students' English level, define the learning objectives and presentation contents of each part, and teach students in accordance with their aptitude. The curriculum design team should analyze and feedback the students' learning data in a timely manner, and make reasonable and dynamic adjustments to the curriculum design to meet the needs of students' personalized learning. Through the establishment of a hybrid teaching mode combining MOOC with traditional classroom, under the guidance of teachers, students can become the main body of English learning in the industry, cultivate students' active learning ability, and form good habits of self-learning. MOOC hybrid teaching method not only adapts to the current trend of decreasing English class hours, but also ensures that the learning content does not shrink. It can even increase the learning of relevant knowledge and culture through MOOC platform, and add learning fun.

4. Conclusion

This paper studies the construction of mixed classroom in higher vocational English teaching under MOOC. The social media provided by the English teaching platform in higher vocational colleges under MOOC environment can interact with teachers and students in our school, and can also communicate with learners from outside to broaden their horizons and feel different ways of thinking. Let students learn freely and independently and complete the corresponding objective course tests and subjective course assignments, thus allowing students to apply appropriate learning techniques and achieve the best learning objectives at the right time, optimizing teaching resources in higher vocational colleges, setting up English courses rationally, organizing and implementing English teaching in a diversified way and carrying out academic evaluation to improve the current situation of English teaching in higher vocational colleges in China, thus effectively improving the quality of English teaching in higher vocational colleges. On the basis of classroom teaching mode and MOOC teaching mode, it is worthwhile to explore the way of teaching reform in line with vocational English. Emphasis is placed on student-centered teaching. Teachers' role has shifted from leading teaching to guiding and supervising the teaching process, as well as feedback on students' learning effects. With the help of MOOC platform, teachers can better understand students' learning situation. The mixed classroom teaching and learning environment on-line and off-line promotes the reform of teaching mode in Higher Vocational Colleges in the aspects of developing individualized teaching, cultivating students' autonomous learning ability and students' sense of cooperation.

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