

Research on the Construction of High-Quality Police English Course Based on Virtual Simulation Technology

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Abstract: One of the objectives of education and curriculum construction in police colleges and universities is to comprehensively improve actual combat ability of talents in police colleges and universities. In August 2018, the Ministry of Education proposed to change the low-quality course into high-quality course. Police English, as a required course closely related to the needs of society and public security, emphasizes cultivation of English language application ability, especially the application of learners' comprehensive language ability in specific public security work scenarios. With the aim of creating police combat scenes, this paper discusses the application of virtual simulation technology in police English teaching, which lays a foundation for the integration of virtual simulation technology in ESP teaching.

1. Introduction

Under the background of the new era, Chen Baosheng, the Minister of Education, put forward the concept of “high-quality course” in the “Meeting of Undergraduate Education Work of National Colleges and Universities in the New Era”, aiming at more and more professional and low-grade course in colleges and universities.

In accordance with the standards of high-quality course, to integrate effective information technology and curriculum, make use of information technology to create real situations, share abundant resources, diverse interactive way, convenient access to information, and is not subject to regional restriction of collaboration and etc. On the one hand, it can reflect the forward-looking and contemporary nature of the course content, the advanced and interactive nature of the teaching form; on the other hand, it can give full play to the individual characteristics of students and cultivate their thinking ability and comprehensive ability to solve problems.

Virtual simulation technology is one of the representative of the “smart+ education”, because of its immersion, illusionary quality, interactivity and fidelity, broke the limitation of language application scenarios, to avoid the practice operation difficulty, accomplishing the learning content, enables the learners to natural interaction with media in the virtual scene, which provides a multi-dimensional teaching input and output path. At present, the application of virtual simulation technology in language teaching is still in its initial stage. This paper will discuss the deep integration of virtual simulation technology and language teaching from the perspective of ESP, and study the construction of high-quality course by virtual simulation, so as to meet the needs of foreign language teaching informatization, digitalization and networking.

2. The Proposal of Problem

With the advancement of China's internationalization, the importance of police English has been widely recognized. At present, police English courses are offered in police colleges and universities in China. Police English is English for specific purposes combined with specific contexts and aims at the actual needs of police work. Therefore, the teaching mode of police English in police colleges and universities must be close to the actual combat needs of police, pay attention to the reproduction of the basic reality of the teaching content, give consideration to the interest and interactivity of the content, and focus on the training and cultivation of English language skills

under the background of the subject relevance of police work. At present, the scene creation in police English teaching is mainly created in classroom. Classroom teaching is assisted only by audio and video materials. The content is boring and lack of vitality. The interaction mode is single, mainly through dialogue, discussion and negotiation between teachers and students and between students. Classroom teaching is limited by space and time, restricted teaching equipment, single teaching methods, lack of interaction with the entity in learning affects students' perception and cognitive ability, so it is difficult to achieve the effect of actual combat and practical training, and students' learning is limited to idle theorizing. Virtual learning environment can create more immersive, multi-perceptual, interactive and open learning experience for learners, learners can not only experience the fun of learning, but also change from passive learning into active learning.

3. Introduction to Virtual Simulation Technology

Virtual simulation technology refers to describe the virtual environment generated by computer, the user can move freely in the environment under the real-time control. It is the synthesis of a variety of technologies, including real-time 3D computer graphics technology, three-dimensional display technology, the observer's audio-visual and other sensory tracking technology, as well as touch, force feedback, stereo, network transmission, voice input and output technology. It has the characteristics of immersion, interaction and imagination.

4. Concept of High-Quality Police English Virtual Simulation Construction

High-quality police English course shall establish on the basis of actual combat in public security, start from cultivating practical ability of police English, especially the ability to deal with foreign cases, simulate the actual combat, apply the theory of public security and frontier information into linguistic teaching, aim at cultivating students' knowledge of public security, practical ability, language skills and comprehensive ability. Specifically, the advanced nature of police English course is embodied in the organic integration of knowledge of public security, language skills and humanistic quality, focusing on the cultivation of students' thinking ability at high level. In teaching of police English, actual combat scenes are created, so that students can effectively enhance their knowledge, ability and quality in the process of completing tasks. At the same time, during scene switching, students' comprehensive quality of dealing with professional problems is cultivated. Innovation refers to breaking the limitations of time and space to create scene of actual combat by virtual simulation, so that learners have the sense of immersion and interaction. Challenging refers to difficulty of police English, that is to say, learners could solve the problem in simulation scene by language and professional knowledge, challenges can be set up and task difficulty will be escalated gradually, students' motivation will be stimulated, at the same time, evaluation will be formed by quantifying tasks completed.

5. Analysis of Police English Teaching Approaches Based on Virtual Simulation

5.1 Analyze Teaching and Determine the Theme

Before teaching, it is necessary to analyze the necessity and feasibility of virtual simulation teaching. Through the analysis of needs, teaching objectives and characteristics of learners, it is necessary to determine whether virtual simulation teaching contributes to the realization of teaching objectives and whether it is suitable for learners' abilities.

5.2 Situation and Atmosphere Creation

According to constructivism, "situation", "collaboration", "conversation" and "meaning construction" are the four elements in learning environment, and "situation" is the main content of the four elements. The situation in the learning environment must be conducive to the meaning construction of the learning content. Through scenery, buildings, tools and other scenarios setup involving themes and plots, authenticity, interest and experience of teaching activities can be

enhanced to create a scene and atmosphere for learners to communicate.

The use of virtual simulation technology to create 3D language learning situations is particularly suitable for creating interactive and cooperative tasks, and can also provide multimodal input, output and feedback. Take the fourth unit in *Practical Police English* as an example, in order to make students carry out law enforcement on foreign related traffic security in virtual simulation situation with English, a scene of an international conference is created with virtual simulation technology, learners are required to perform security tasks, guiding the guests safe and orderly driving and parking around the venue, and able to deal with violations correctly with English. In the highly simulated scene, learners can acquire the target words and sentence patterns by completing the security task of the international conference, and fully utilize the multi-modal input of “visual mode”, “auditory mode” and “tactile mode”. In virtual simulation environment, guiding foreign guests to park their cars is a kind of action. Having the sense of immersion, students are in the traffic command with real speech communication and position movement. Through the multi-modal input with eyes, ears and mouth and appropriate modal conversion, it can stimulate the memory nerve, help learners to better form image schema, lead to the learned content internalized, increase the duration of content memory, speed up the input into intake, so as to promote the re-output.

5.3 Role Allocation and Virtual Simulation

Virtual simulation technology can realize multi-level and multi-angle dialogues, communications and emotional exchanges between teachers and students, and among students. This meaningful teacher-student interaction and student-student interaction can help learners better grasp the language. According to the teaching content of this unit, the class is mainly divided into teacher-student and student-student interaction. Take the fourth unit in *Practical Police English* as an example, scene of international conference is created to ask students to direct traffic with correct usage of sentence patterns in traffic commanding, where task is carried out between students. Streets scene is created to ask students to dispose drunk driving by foreigners, where task is carried out between teacher and students.

On the basis of virtual simulation technology, teaching environment creates a better atmosphere and experience for learners so as to meet the needs of practical teaching of police English. By completing various tasks, learners have deepened the interaction between teachers and students. A large amount of “comprehensible input” and enough “comprehensible output” have greatly increased the amount of language practice of learners, prompting learners to transfer the language knowledge they have learned to the actual combat of police.

5.4 Teacher and Communication Guidance

In teaching organization, teacher is not only a mentor, but also a participant and cooperator. He mobilize students' enthusiasm for learning by use of virtual environment, clarify students' learning motivation, and activate learning atmosphere. Teachers can also play a role in the activities, preside over the activities, supervise and guide students' words and deeds, track learners' activities, provide timely guidance when learners encounter difficulties, and timely remind learners when they deviate from learning goals.

6. Reflection on Police English Teaching on Basis of Virtual Simulation.

Virtual simulation technology creates a realistic combat scene, presents the artistic expression and infectivity, make the students immersive, create a relaxed and happy experience of language practice, changed traditional class, prevent the students from state of tension, anxiety in learning. Learners practice oral English in scene of police affairs through virtual simulation, sense of engagement are increased, interest and motivation are stimulated. Learners could understand, remember, talk and use correctly in the learning process, therefore, their learning self-efficacy have improved, Learners complete law enforcement with English, which leads to language learning return to the primary role of communication. With the continuous development of information technology, ESP teaching constructed with virtual simulation technology, and task-based teaching is

carried out. Students' learning motivation is stimulated by mastering language skills through completing projects. The biggest advantage of virtual simulation technology is to create a learning environment, close to real operation. By use of mouse and keyboard, learners integrate into real combat by substitute in computer, which satisfies demand of police vocational education, as well as the requirements of actual combat in public security. It is an effective model to improve the quality of police English teaching.

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