

The Application of Blended Teaching Mode in Language Education

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Abstract: Quality education puts forward stricter requirements for higher education in universities, and promotes the reform and innovation of traditional education. In language education, teachers adopt blended teaching mode to promote the integration of multi culture and language education, innovate language classroom and create a good environment for students. Teachers can also use information technology to provide students with rich learning resources, promote the effective combination of bilingual education and other disciplines, guide students to actively participate in the classroom learning activities of language education, help them master their own learning methods, establish the awareness of autonomous learning, construct English and Chinese knowledge framework, and improve students' language literacy. Therefore, college language teachers should realize the advantages and values of blended teaching mode, promote the implementation of blended teaching mode in language education, and improve the quality and efficiency of language education.

1. Introduction

Blended teaching mode is a combination of traditional teaching and network teaching, or can be understood as the combination of online and offline teaching. This teaching mode changes the previous teaching malpractice, improves the application efficiency of information technology, brings into full play the educational value of the network, and provides more abundant learning resources for students. In this context, carrying out bilingual education is conducive to the innovation of teaching concepts and teaching modes. Colleges can provide targeted information according to the needs of bilingual education, create situations, set problems and carry out practical activities according to the needs of students, which are helpful to increase the interaction between teachers and students, promote the integration of bilingual education and multi culture, and meet the needs of students' development.

2. Influence of the Development of the Times on Language Education

2.1 Influence of Technology

In the era of Internet, the construction process of education informatization has been accelerated, and reform and innovation have been carried out under the support of the Internet, which has promoted the implementation of quality education. The application of information technology in language education can innovate teaching mode and provide more abundant teaching ideas and teaching resources for language education. Internet construction can help students to widen learning space, strengthen communication and contact with the world, help multi culture to be permeated in the classroom, and promote the integration of multi culture and language education. At the same time, it can also change the traditional form of education, not only in the professional classroom, but also can be integrated into the teaching of other courses, so as to carry out language education imperceptibly, deepen students' cognition of language education, and improve their understanding and learning ability.

2.2 Influence of Environment

In the new era, social development has promoted cultural integration. Especially in the context of The Belt and Road, the society needs more talents with comprehensive development, which puts forward strict requirements for the traditional language education. When carrying out bilingual teaching, teachers should pay attention to providing students with different cultural backgrounds and cultural connotations with the help of the Internet, cultivate students' language communication ability, deepen students' understanding of various cultures, learn multi cultures, and promote the integration and development of cultures.

3. Advantages of Applying Blended Teaching Mode to Language Education

3.1 Suitable for Bilingual Education

The blended teaching mode makes full use of the advantages of online teaching and offline teaching. It can not only realize the interaction between teachers and students, but also meet the needs of bilingual education, and provide targeted teaching resources for bilingual education. Under the background of multi culture, this teaching mode is applied to language communication. Teachers should carry out targeted management work, divide teaching contents, formulate teaching plans according to the nature of curriculum objectives and teaching emphasis, and establish rich language knowledge teaching resources with the help of information technology, take them as the focus of this course, and gradually realize the teaching objectives of language education.

3.2 Suitable for Students At Different Development Levels

Adopting blended teaching mode can realize the classification of language teaching, make targeted teaching plans according to the students' development and adaptability, and implement the hierarchical teaching in the language classroom to reflect the students' dominant position in the classroom. Teachers should leave enough learning space for students, guide them to obtain the information they need through the Internet and start to study independently, excavate the internal connections of language and culture, and establish knowledge framework, so as to facilitate students of different development levels to carry out language and culture learning efficiently.

4. Concrete Application of Blended Teaching Mode in Language Education

4.1 Construct Education Public Platform Based on Information Technology

To implement blended education mode in language education, a perfect education public platform can be built by information technology to provide certain guarantee for the implementation of blended education mode. In the process of education platform construction, it is necessary to set different blocks according to the needs of language education and the development of students, which are reasonably divided according to the difficulty degree of courses, and stored in different folders. Teachers can use this public education platform to do a good job of preparation before class. Before the formal teaching of bilingual education, teachers can distribute the micro class video for students, guide students to watch the micro class video, understand the main content of this class, improve the preview efficiency of students, and establish their awareness of autonomous learning. In the preparation before class, teachers can also choose relevant extracurricular materials according to the teaching content of this class. In the process of teaching, these extracurricular materials can be used as supplementary instructions to show and share for students, so as to facilitate students to understand what they have learned and promote the smooth progress of teaching plan. In the consolidation and review stage after class, the teacher can require students to log in to the education public platform, browse the video content of this class, check the deficiencies and make up for omissions, and record all kinds of problems encountered in the learning process. In addition, teachers can publish questions in the discussion area of this platform for students to discuss. The

reasonable application of this education public platform can help students to establish the awareness of autonomous learning, improve their ability of autonomous learning, guide students to realize the importance of the Internet for learning, master their own learning methods and learn bilingual culture with the help of the Internet to improve the quality of learning.

4.2 Integrate Language Education into Other Courses

Besides daily teaching, teachers can strengthen the interaction with teachers in other disciplines, infiltrate language education into other courses to promote the integration of bilingual education with other subjects. In this process, it is necessary to apply the blended teaching mode. Teachers can fully explore the relationship between the teaching material and bilingual culture according to the characteristics of the teaching materials, and then use blended teaching mode to teach and guide students to learn professional knowledge and language culture imperceptibly. For example, ideological and political education includes the study of traditional culture. Ideological and political teachers can choose relevant extracurricular materials according to the goal of language education. In classroom teaching, the teacher should leave students enough time to dig the content of the traditional culture and the connotation of classroom culture in teaching materials, then ask students how should the development of traditional culture be carried out in modern society and how to carry out cultural exchanges with the international. The two problems can stimulate students' interest in learning and desire to explore, make them express their understanding of traditional culture and how to carry out international exchange learning. Through the interaction with classmates and teachers, students have new ideas and a certain cognition of traditional culture. In the process of language and culture learning, the professional knowledge can help students better understand the cultural connotation, explore the relationship between English and Chinese in the context of multiculturalism, and realize the cultivation of students' language communication ability.

4.3 Carry out Practical Activities to Cultivate Students' Knowledge Transfer Ability

The background of multi culture has put forward new requirements for language education. Teachers should not only pay attention to the cultivation of students' mastery of basic language knowledge, but also need to help student to recognize the differences and connections between language and culture, and cultivate students' knowledge transfer ability. In view of this situation, teachers introduce practical activities to realize the effective combination of theory and practice, and provide students with a broader learning space. For example, teachers hold bilingual speech activities in the class and the theme is “the influence of culture on economic development”. Students are required to analyze the impact of language and culture on economic development in combination with different cultural backgrounds. Teachers can leave students enough time to prepare, require students to use the language and cultural knowledge they have learned to write articles, including their own views, learned knowledge, cultural background and other contents. Carrying out this practical activity can activate the classroom atmosphere, innovate teaching methods, improve students' sense of happiness in learning, and stimulate students' learning initiative and enthusiasm. Through the collection and collation of various materials, students can have new cognition of language and culture, build knowledge framework by autonomous learning, transform the learned knowledge into practical skills, so as to improve students' knowledge transfer ability, language and cultural literacy, and establish students' interest in language and culture learning.

5. Conclusion

In a word, in the context of multicultural integration, the society has put forward new requirements for language education. Colleges and universities should be aware of the reform and innovation made in the field of education and the requirements of the society, then innovate the existing teaching methods, pay attention to the application of blended teaching mode in language education, build a perfect education public platform, and apply it to any link before class, in class

and after class, so as to improve the application of network resources and enrich the teaching content of the classroom. Colleges can also apply language education to other courses teaching, excavate the relationship between the two, achieve the integration of the two with the help of blended teaching mode, promote the innovation process of language teaching, and enrich students' knowledge reserve. In addition, colleges can also cultivate students' knowledge transfer ability through some practical activities, improve their language communication level, lead students to explore the relationship between knowledge units, and improve their language and cultural literacy.

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