

Overview of Spoc-Based Blended Teaching Model of Business English

Ningbiao Sun

Shanwei Polytechnic, Shanwei, Guangdong, China

ryzz_9999@163.com

Keywords: Spoc, Higher vocational business english, Blended teaching mode

Abstract: Business English teaching in higher vocational schools focuses on professionalism, practicality and comprehensiveness. However, due to the influence of factors such as teachers, student foundation and educational environment, there are still many problems in its teaching. Based on SPOC, a mixed teaching model of higher vocational business English is constructed, which realizes the organic integration of online and offline at a lower cost, stimulates students' interest in learning, enhances students' learning experience, and improves the quality of talent training. To construct the practice of SPOC mixed teaching mode for business English in higher vocational colleges, we should fully consider students' academic conditions and resource conditions, optimize the teaching process, and adopt scientific evaluation methods to ensure the actual effect of SPOC mixed teaching mode.

1. Introduction

Information technology in the Internet + era provides new ideas, connotations and models for foreign language teaching reform. There are many problems in business English teaching in higher vocational colleges. The introduction of SPOC teaching mode has high application value to improve the effect of higher vocational business English teaching, and it also points out a new direction for higher vocational English teaching reform. How to create a personalized learning environment for students based on the current learning characteristics of higher vocational students, combined with the goals of higher vocational business English teaching, give full play to the advantages of SPOC blended teaching, so as to effectively improve the effect of higher vocational business English blended teaching is the research of this paper the key of.

2. Blended Teaching and Spoc

The development of information technology has led to the emergence of the hybrid teaching concept. It emphasizes making full use of information technology to create an online learning environment, giving full play to the initiative, enthusiasm and creativity of students in the learning process, and giving full play to the guidance and inspiration of teachers in the teaching process. And monitoring. Blended teaching is based on constructivist learning theory and emphasizes that learning is a proactive construction process. The learning environment is not limited to learning places, but supports the organic combination of learners' meaning construction.

The association was translated as “small restricted online courses” and first proposed this concept in 2013. Compared with MOOC, SPOC restricts the participation of students in terms of quantity, majors and teacher lectures, and makes students' learning more distinctive. This can ensure that there are no regressors in the learning process. The small scale of SPOC facilitates the “one-to-one” communication between teachers and students. The personalized learning ecological environment it creates can provide students with a deep and complete learning experience. SPOC-based blended teaching combines traditional classroom learning and online learning where teachers and students face-to-face, and complements both offline and online. The advantages of online students in small classes make teachers' guidance, management and interaction more convenient and effective. They pay attention to the individualized learning of students, and students are not prone to learning burnout and mental slack, thus ensuring the learning effect.

3. The Design of Spoc Teaching Mode of Business English in Vocational High School

3.1 Analysis of Student Academic Conditions

When constructing the SPOC hybrid teaching model, we must first analyze the students' learning situation, so that the teaching model is based on the students' learning situation and adapts to the needs of the students. The students of higher vocational schools have a weak learning foundation, the foundations of the three-school students and ordinary high school students are not balanced, and the students' learning ability and study habits are relatively poor. This is a common problem among students in higher vocational schools. When constructing the SPOC mixed teaching model, these common characteristics should be considered first, and they cannot be generalized. The SPOC teaching mode has the characteristics of strong pertinence and small scale, which requires restrictive access conditions for students, while the SPOC teaching mode is centered on the learning situation of the students. In practice, according to the different learning foundations of the three schools, they can be divided into two types: ordinary college students and ordinary college students. The learning situation is the basis for the design of teaching activities, the basis for the development and application of teaching resources, and the basis of the entire teaching activities. It should be carried out from the aspects of students' learning motivation, learning ability, learning foundation, learning interest, network learning ability, independent learning ability, etc. analysis. Group students with similar academic backgrounds and establish study groups through academic analysis.

3.2 Teaching Activity Design

Higher vocational business English education takes vocational competence as the core, and the entire higher vocational business English education focuses on cultivating students' vocational competence. At the same time, the SPOC mixed teaching model should also design teaching activities around cultivating students' professional abilities. The cultivation of professional ability requires students to combine knowledge and practice in learning activities to form professional skills. Therefore, when designing teaching activities, we must fully consider the organic combination of subject knowledge, online and offline, and the combination of knowledge learning and comprehensive practice, so that each link under the entire SPOC teaching model can form an organic whole and cultivate students' Comprehensive professional ability. It requires us to reform traditional teaching activities, including optimizing the selection of course content, optimizing the collocation of course logical structure, integrating skill training methods, and improving teaching methods, instead of adding online learning on the basis of traditional teaching activities and implementing mechanical methods. Mixed teaching.

4. Current Problems in Business English Teaching in Higher Vocational Education

4.1 The Source of Students is Diverse, with Poor English Foundation and Self-Learning Ability

In recent years, as the number of students enrolled in the college entrance examination has decreased year by year, the source of students in higher vocational colleges has begun to show a diversified trend. As the number of ordinary high school graduates continues to decrease, the number of independent enrollment of vocational colleges, technical secondary school students and veterans continues to increase. "Post-95" vocational students generally grow up in the network environment, and most of them are transferred to business English majors. His English foundation is not solid, his interest in English learning is not high, and he lacks initiative and self-discipline. As a result, students' awareness of classroom participation is weak, and learning cannot be sustained. This seriously affects and restricts the effectiveness of teaching, and the learning process of students often stays at a shallow level of learning.

4.2 Teachers Mainly Teach, and Many Students Are Passive in Learning

In view of the humanities nature of business English majors, business English teaching in many schools is still based on theory. Even in school training, listening and speaking teaching methods are often adopted, and individual schools use business English training software. According to the survey, business English courses are mainly divided into two parts, listening, speaking, reading, and writing. Some schools use “Business Comprehensive English” courses to cover the four skills of listening, speaking, reading, and writing. In traditional classroom teaching, teachers explain based on the content of textbooks, and students passively participate in teaching activities. There is a lack of interaction between teachers and students, and the initiative and enthusiasm of students cannot be fully utilized.

4.3 There Are Large Differences among Students, and Individual Learning Needs Are Difficult to Meet

Due to the diversity of students in the same class, there are great differences in English foundation, study habits, study motivation, and personality characteristics. In traditional classroom teaching, teachers have to take care of the weaker English foundation of some students on the one hand and need to practice their English reading and writing. At the same time, teachers should also focus on improving the business communication skills of students with better foundations. In this way, the workload of teachers is greatly increased, and the efficiency of classroom teaching is greatly reduced. In traditional classrooms, the individual learning needs of students with large differences are equally difficult to meet.

5. Research on the Effectiveness of Spoc-Based Blended Teaching of Business English in Higher Vocational Education

Compared with the traditional pre-study teaching, the pre-study workload of SPOC-based blended teaching is larger, the process is more complicated, and the resources are more comprehensive. Teachers or teacher teams need careful design and development of teaching platforms.

The SPOC teaching model provides students with a large amount of autonomous learning space, including autonomous learning, online communication, classroom interaction, etc. These activities are mainly completed by students independently, and teachers play the role of organizers and promoters. Business English in higher vocational schools has a wide range of content, diverse application environments, and teaching difficulties. In higher vocational education, students' learning habits, learning attitudes, learning abilities, etc. are relatively weak, and their autonomous learning and self-control abilities are relatively weak. In addition, traditional teaching models are often based on teacher explanations. SPOC mixed teaching mode gives students a lot of independent learning. In the space, it is easy for students to confuse the audience and not actively communicate. This phenomenon has obvious manifestations in the students' autonomous learning stage and the classroom internalization stage, such as the lack of autonomous learning ability and less participation in communication and interactive projects. When constructing the SPOC mixed teaching model, these characteristics of higher vocational students should be fully taken into consideration, and attention should be paid to mobilizing students' enthusiasm for autonomous learning, and real-time and effective supervision and tracking through the evaluation system to ensure that students complete their learning tasks through autonomous learning.

6. Conclusion

All in all, higher vocational business English teaching is designed to cultivate students' comprehensive professional ability. It is a comprehensive, organic, and comprehensive project in itself. Constructing SPOC mixed teaching mode, in higher vocational business English education, combining online and offline teaching, organically combining various subjects, has unique

advantages. In view of the differences in the learning foundation, learning ability, and learning habits of students in higher vocational colleges, the construction of SPOC mixed teaching mode should fully consider the students' academic conditions and focus on the training goals of business English talents in higher vocational schools. In the design of teaching activities and teaching platforms Optimize and integrate aspects such as construction, curriculum resource development and selection, establish a timely and effective supervision and evaluation system, and effectively ensure the effectiveness of the SPOC mixed teaching model, avoid being mere formality, avoid insufficient students' independent learning, and affect teaching results.

References

- [1] Zhiyong Liu, Chanjuan Chen, Wenlin Zhang. Research on teaching evaluation method of SPOC-based blended teaching mode. Educational Modernization. No.13, pp.25-26, 2017.
- [2] Jingjing Meng. Research on the SPOC-based Blended Teaching Mode of Vocational English. Education Teaching Forum. No.11, pp.59-63, 2020.
- [3] Qin Yan. Research on the English Flipped Classroom Teaching Model of Higher Vocational Colleges Based on SPOC Platform[J]. Journal of Hubei Open Vocational College. No.11, pp.12-31, 2020.
- [4] Zhi Wen. Research on SPOC Blended English Teaching Model. Journal of Chengdu Normal University. No.10, pp.44-46, 2019.