Research on the Effective Application of Micro-course in Business English Teaching in Higher Vocational Colleges under the Information Environment

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Abstract: With the development of the times, the advancement of information technology and the informationization of teaching have become the key content of teaching reform in higher vocational schools. Micro-course teaching is an effective integration of information technology and modern English teaching. This new teaching method has attracted extensive attention of teachers and students. This paper introduces it in the context of informationization technology, and the application of micro-course to teach business English in higher vocational colleges. In this regard, it will discuss and analyze it briefly and the important role of micro-course in business English teaching in higher vocational colleges.

1. Introduction

Informationization technology has been widely used in various teaching activities in Colleges and universities, which is also a requirement put forward by the Party at the Eighteenth National Congress. It is necessary to realize informationization teaching in an all-round way. With the advancement of this goal of teaching reform, to a certain extent, it also enriches the resources of business English teaching in higher vocational colleges. As a brief and concise way of video learning, micro-lessons, to a certain extent, enrich the resources of business English teaching in It improves the teaching level and quality of English teachers. Students will accept and absorb this short and concise content more easily.

2. Analysis of Relevant Definitions

2.1 Information-based Teaching Technology

Information-based teaching refers to the use of all means of information technology, combined with the teaching requirements of textbooks, guided by modern teaching concepts, the development of all teaching resources, to use in teaching activities, in order to improve the quality of teaching and teaching efficiency, so as to achieve the purpose of information-based teaching.

2.2 Micro lesson

Micro-lesson is a short video teaching method by definition. Teachers aim at the content that students are difficult to understand in class, such as a certain knowledge point, difficult problems, etc. They use micro-video as the carrier, combining with specific situations, to carry out a single, targeted teaching. This kind of teaching video, because of its short time and clear objectives, can enable students to learn without feeling tired, increase students'interest in learning, and obtain better learning. The effect is [1]. Because this kind of micro-lecture teaching method is that the teacher through information technology, and then relying on the teacher's experience and methods, a key interpretation of a content, independent completion of a teaching activity. This is of great significance

to the new curriculum reform.

3. Principles of Micro-Course Design

Micro-lesson should focus on understanding the word "micro". The reason why it is called "micro-lesson" is that in the presentation of learning content, in a very short period of time, it reflects the learning objectives, and shows the learning effect, so that students can complete their learning independently and understand it. In this regard, I understand that micro-lessons have the following characteristics: less teaching time, content and resource capacity; situational teaching; distinct teaching subject; detailed and specific teaching content; strong research of teaching resources; interesting teaching creation; simplification of teaching knowledge; diversified dissemination; feedback effect; targeted learning.

The creators of micro-classes are usually teachers or researchers, and the object of micro-classes is learners, so the purpose of micro-classes is to consider learners'needs and students' learning needs comprehensively, to formulate corresponding learning courses, and to consider the practicability of learning effects, and to customize personalized autonomous learning programs. In the design of learning structure, we must face the learning group to consider what kind of problems people will encounter, and provide ideas to solve them, so as to ensure the smooth development of autonomous learning curriculum.

To this end, when designing the teaching mode of micro-course, educators can proceed from the characteristics of micro-course itself and follow three basic principles: useful, easy to learn and easy to understand. "Usefulness" is valuable, requiring careful screening and screening of teaching content, providing learners with video content worth their time to watch. Therefore, curriculum designers are required to understand the learners'learning needs at the beginning of the design, and to help them solve the difficulties they encounter in life, work and study. Course content should be practical and can be applied to real life situations. Only such content can meet the learning needs of learners, stimulate learning interest, and have a continuous learning motivation. "Interesting" micro-lesson learning can create a relaxed and pleasant learning atmosphere for learners, and enable learners to acquire new knowledge in the flow of time unconsciously. Compared with dry preaching, such micro-lesson teaching method is obviously more vivid. For example, when learning an English word, the students will have a better learning effect by presenting it with words + pictures (or animation elements). "Easy to understand". For example, in the teaching of Unit2 Country and City in Higher Vocational colleges, the speaking activity in Part 1 asks students to describe and speak opinions of yourlocalcity, suchasopinion of city, touristsites, traffic, hotels, restaurants, shops and stores, environment, climate, people, education, which are difficult to understand in textbooks, through pictures in micro-lessons. Demonstration of animation, video and so on, make the content of the textbook more simple and easy to understand [2].

By learning the above principles of micro-lesson design, teachers can better apply them to teaching tasks according to their characteristics to create better teaching effect, attract more scholars to study abroad, and make knowledge fully absorbed and disseminated.

4. Analysis of the Current Situation of Business English Teaching in Higher Vocational Colleges

Microteaching is mainly a teaching activity centered around a certain knowledge point, mainly in the form of video. Usually the learning time is about 10 minutes, and the learning time and place are relatively free. At the same time, it highlights the key content and enriches the teaching resources. Moreover, the research shows that applying the form of Microteaching to English teaching is very helpful to improve learning and learning. Interest, and can help students to carry out English after-class counseling teaching, enhance the application of English in real life, and expand the depth and breadth of English. At present, there are the following phenomena in business English teaching in Higher Vocational schools:

4.1 Students'interest in learning English is not high.

There is a common feature among students in Higher Vocational schools, which is that they have poor learning background, poor grasp of basic knowledge of English, and weak self-learning ability. This is mainly because most students do not develop good learning habits in middle school, which leads to poor overall English proficiency. When higher vocational schools are required, they will be able to learn English well. It is more difficult to keep up with the progress of English teachers'learning, which leads to the phenomenon of falling behind the curriculum and failing to achieve the learning goal, thus treating English learning with a more negative attitude, and even more seriously producing the psychology of weariness of learning.

4.2 Professional knowledge of English teachers in higher vocational colleges is backward

The teaching of English major is different from other courses. Higher vocational English teachers must update their own knowledge base quickly and iteratively, enrich and improve the classroom constantly in teaching resources, and need to innovate new technical means to keep up with the needs of the times and integrate with national English. However, in the actual higher vocational schools, the conditions for English teachers to accept new resources are very limited, which leads to the failure of timely updating of English teaching knowledge and lagging behind in teaching, thus restricting the development of new teaching tasks.

4.3 The English teaching methods in higher vocational colleges are backward and the English assessment is single.

Most higher vocational schools have not yet been able to change their teaching concepts, or adopt the traditional teaching method of chalk and blackboard. This teaching method is very backward, and is not conducive to the formation of students'principal position. Neither does it combine with the requirements of learning attributes of English courses in the new curriculum standards, so that it can not stimulate students'interest in learning. In English assessment, we still test more in the form of examination papers. This type of examination system is outdated, and many routines of English knowledge lead students to complete the written examination better, but neglect the application ability of English in real life or work [3].

In view of the existing problems in English teaching in most vocational schools, we should actively adjust them, make use of modern information technology and create new teaching methods, so as to improve the quality of English teaching and teaching effect. Microteaching is a very practical and effective teaching method.

5. Improvement measures

5.1 Enriching the Content of Classroom Teaching

As a supplementary energy, micro-classes can make English classes more lively and interesting and attract more students'favor and affection in the development of English teaching activities. Through micro-lesson learning, students can complete the review of old lesson knowledge and watch videos after class so as to consolidate the learning content. Higher vocational English teachers can also categorize specific English content, such as professional vocabulary, unit knowledge points, English writing, business English usage, etc., so as to enable students to review more pertinently and strengthen their basic knowledge. At the same time, micro-lessons can also be used in the learning of new courses. English teachers in higher vocational colleges can design and make videos of new lessons by preparing lessons, collecting and collating materials before class, so that students can preview the new lessons before class and have a better understanding of the new lessons to be learned, so that English classroom learning can proceed smoothly. In addition, business English majors in higher vocational colleges will encounter more difficult contents. At this time, these difficult problems will be explained through micro-lectures, which will create a more intuitive and easy-to-learn and understand teaching environment for students, thus helping students eliminate the

blind areas of knowledge. Vocational English teachers can also use information technology, micro-lessons as a carrier, make some micro-videos of English extracurricular development exercises, and extend the contents of the textbooks, such as providing some professional reading materials, time-sensitive test questions, etc. This can help students improve their English application ability, and expand their knowledge of English.

5.2 Improve Students'Self-regulated Learning Ability

Micro-course is the product of the rapid development of the network, and it has become a better product to stimulate students'autonomous learning. With the development of micro-course in recent years, the related design and function development have become more and more perfect, and the network platform has become more sTable, which can carry more resources. Vocational English teachers design and produce micro-lesson videos, and then upload them, so that students can arrange their own time and complete their learning at any time and anywhere after they log on to the system, and also can learn from their own weak links, knowledge points that they do not understand, repeatedly, and targeted training. Because the short and concise course is very suiTable for the learning of knowledge nodes. Usually, business English articles are relatively long. It is difficult for students to understand and read them dull. Therefore, by dividing the course content into sections, students can learn easily in the way of micro-lessons. In addition, micro-classes provide students with another way of learning, which can better allocate and use their time. Instead of facing tedious English materials, students learn English through different degrees of difficulty, adaptability, combining with their own needs, flexible choice of English learning objectives, laying a solid foundation for English learning, and increasing the space for students to learn independently. And it improves the ability of self-learning. For example, in English textbooks of Higher Vocational colleges, the main content of each Unit unit teaching includes Part1 activity, Part2 thestar-spangled, Part3 pre-reading, Part4 brainstorming, Part5 grammar. [4] There are eight Units in the textbooks. At this time, eight short videos can be designed to penetrate the knowledge points learned, so that when students review, they can pull through the content of micro-lessons. Look back at the content of the class.

5.3 Expanding English Professional Knowledge of Higher Vocational Teachers

The emergence of micro-classes also poses new challenges to contemporary English teachers. As a new teaching form, micro-classes also need English teachers to supplement their professional English knowledge, update their English knowledge bank and improve their English teaching level so as to be competent for English teaching in the new era. Developing the teaching content in the form of micro-lessons can help English teachers to improve their professional level and professional ability. In the process of designing micro-lessons, they can constantly reflect and summarize and seek solutions. In the process, they can also improve the application ability of information technology, thus creating more and more perfect teaching content for students to share. While helping students to progress, English teachers in higher vocational colleges have also increased their knowledge and made progress.

6. Summary

In recent years, with the rapid development of information plan, many fields have used the means of information plan. Especially in the field of education, effective means of information technology can bring new opportunities for the development of higher vocational schools and help them achieve breakthroughs and growth. At present, as a popular vocabulary, micro-class has been widely implemented in various fields of education in the country, and has achieved good results. Various micro-class competitions have also been carried out one after another [5]. With its characteristics of conciseness, image, clear goal and free learning time, micro-course has opened up new teaching ideas for Higher Vocational English. It has optimized the traditional teaching mode, emphasized the student-centered teaching method, and made students recognize and accept the subject of English

more. It has gained the favor of numerous students. This paper introduces the application of innovative micro-course teaching methods in the teaching effect of business English in Higher Vocational Colleges under the background of information technology.

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