Problems and Countermeasures in Construction of English Informatization Teaching in Higher Vocational Colleges

Ji Fan

Liaoning Jianzhu Vocational College, Liaoyang, Liaoning, China

jifanhy@163.com

Keywords: higher vocational English; information teaching; teaching mode; teaching quality

Abstract: English information teaching construction in higher vocational colleges has always been a particularly important point in English teaching, which is the key to ensure the quality of teaching in higher vocational colleges. With the development of science and technology, modern information technology, which represented by computer, multimedia and network technology, has been widely used in teaching fields at all levels. Under the new English teaching mode, teachers organize English teaching activities with the help of modern information technology under the guidance of modern educational thoughts and theories. Different from the traditional teaching mode, information teaching can make full use of the support of modern teaching technology, all kinds of teaching media and information resources are used, a good learning environment for students is built, and thus an optimized teaching class is constructed. The problems and countermeasures in the construction of English information teaching in higher vocational education are analyzed, in teaching, the instrumental function of information technology and multimedia network equipment and the advantages of rich and powerful shared resources of the Internet are brought into full play, so that information technology is properly and effectively integrated into English teaching. The information technology is integrated with classroom teaching, so as to improve teaching quality and efficiency.

1. Introduction

With the development of social economy and culture in China, information and network communication technology has been widely used in all aspects of our society. Also because of the continuous changes in higher vocational English teaching, it also gradually depends on the application of modern information processing. The information level of English teaching management in higher vocational colleges relates to the quality and efficiency of English teaching management in higher vocational colleges[1]. Using the information technology to establish the corresponding English teaching management information system in higher vocational education, and through the system to realize the collection, transmission, processing, storage, use and maintenance of higher vocational English teaching management information[2].

As a major language of communication, English is highly valued by enterprises and even countries. At present, the demand for English talents is more and more urgent, and the importance of English education is reflected. English learning includes listening, speaking, reading and writing[3]. The construction of informational teaching will make the education way obtain three aspects of reform, the first is the reform of teaching method. Information-based English teaching can effectively train students' phonetic and expressive abilities, so as to enhance the effectiveness of English learning, followed by the reform of teaching ideas. From the traditional teaching management to the scientific teaching concept, such as students' independent learning, evaluation learning, inquiry learning and so on. This paper studies the problems and countermeasures in the construction of English information teaching in higher vocational education, and it gives full play to the instrumental functions of information technology and multimedia network equipment and the advantages of the rich and powerful shared resources of the Internet in teaching, so that the information technology is appropriate. Effective integration of English teaching, promote the

quality of English teaching.

2. Problems in the construction of English informatization teaching in higher Vocational Education

2.1. Construction of software system of English informatization teaching is unreasonable and unscientific

The software system of English information teaching in higher vocational colleges is usually designed by outside professional programmers. The designers themselves are not necessarily engaged in or participate in all aspects of English informatization teaching in higher vocational colleges and have rich practical experience. Therefore, they are not clear enough about the concept and train of thought of English information teaching in higher vocational colleges and their internal relations, and they do not have a comprehensive understanding of the daily English information teaching in higher vocational schools. And most colleges and universities use the same set of software systems, which reduces the applicability of software, and cannot achieve the original management purposes, but also produced repeated development of software and so on. It is difficult for designers to grasp the inherent law and relationship between the information teaching work in higher vocational English, which leads to some lag in the software system they designed. It cannot meet the needs of higher vocational English informatization teaching[4].

2.2. Insufficient hardware investment

At present, some colleges and universities in our country do not want to buy or upgrade the existing hardware equipment after they have completed the information construction. For example, in order to satisfy a large number of users' real-time access, it is usually required to run the database on a minicomputer, but at present many colleges and universities use low-priced servers to replace them. Moreover, if we want to run the system fully and effectively, it is inseparable from the strong support of the campus network, but the campus network of many colleges and universities is relatively poor, and the information layout of the school is not comprehensive. Although the supporting hardware facilities in colleges and universities in our country have been set up, the function of informationization in higher vocational English information teaching cannot be given full play, which leads to the waste of the resources of the school information system.

2.3. Overall quality of the construction personnel of the informatization of English teaching needs to be improved

At present, many staff are only satisfied with the need of the current work task when applying the management system, and they do not try many of the extended functions of the system at all, and they are afraid to try, and also lack the advanced information idea. Therefore, these personnel should strengthen the effective management ability of using information technology to realize the information system of English information teaching in higher vocational colleges and universities[5].

3. Construction of Information-based Teaching brings significant Reform to English Education

3.1. Change of teaching mode

With the application of modern information technology such as computer, multimedia and network in English classroom, students have more opportunities to practice, apply, simulate and practice, so they become the main body of modern information classroom. Students through watching the scene dialogue, live video and other ways, active role-playing, simulation site operation. In the process of traditional teaching, teachers have changed from imparting knowledge to teaching designers, from paternalistic indoctrinators and leaders to the organizers and guides of students' learning. Students should change from traditional teaching simply and passively accepting knowledge to active and conscious learning, giving full play to the role of the main body of learning.

The change of this teaching mode is the focus of English teaching reform: to realize the "student-centered" teaching mode.

3.2. Students' interest in learning is greatly improved

Information English teaching integrates sound, text, image and animation. It provides students with a variety of information input channels to transform the strange and abstract English world into a colorful teaching situation. The concrete image unfolds in front of the student, makes it live. The teaching contents and educational resources have been effectively integrated and mobilized in all directions, vividly and intuitively to stimulate the students' senses. Each student actively participates in the classroom activities and greatly stimulates the students' interest in acquiring knowledge. Help them better perceive and understand the form and content of the language. The teaching method has changed from traditional to modern. Students' learning method has changed from passive acceptance and closed reading to active participation, inquiry and discovery, and cooperative communication.

3.3. Interaction between teachers and students is more flexible, and learning becomes independent and individualized

Teachers and students, students and students, through multimedia, network provided by the various service platforms to achieve space-time information exchange and sharing and online feedback. For example, teachers can answer questions through the platform, convey tasks, correct homework, check the teaching effect, or share various learning resources through the network platform. According to their knowledge base and level, students choose what they want to learn and practice which is suitable for their own level, so as to mobilize the students' inner needs and help the outstanding students to make progress to a higher level. Change the phenomenon of "not having enough to eat". At the same time, it also provides free and easy space for students with temporary learning difficulties. Students' subjective initiative and personality potential can also be given full play.

4. How to improve the Informatization level of English Information Teaching in higher Vocational Colleges

4.1. Transformation of old ideas and implementation of the concept of modern education

In order to carry out the informatization of higher vocational English information teaching, it is necessary to take the modern education theory as the basis to carry out the work innovation, to change the traditional higher vocational English information teaching thought, to innovate the higher vocational English information teaching method, and to carry out the modern education idea. The teaching staff of English informatization in higher vocational colleges need to change the old ideas and models of English information teaching in higher vocational education, and ensure that the implementation of English information teaching in higher vocational colleges matches the concept of modern education. In order to promote the informatization of English information teaching in higher vocational education, all teachers and students should participate together and master the modern information technology in the application of advanced English information teaching in higher vocational education.

4.2. Further improve the overall quality of the management information construction team

In addition to being closely related to the management staff's own moral quality, the professional quality of the staff also has a great influence on the degree of the construction of English information teaching in higher vocational education. The construction of information teaching in higher vocational English is a systematic project, which needs the support of information technology and other technologies. Therefore, the school staff must persist in learning, skillfully apply and master modern higher vocational English information teaching methods, master important information technology knowledge and skills, and establish people-oriented ideas and modern educational concepts. Actively promote the improvement of their own quality. It is also

necessary to conduct professional training and regular examination to improve the system assessment of the relevant practitioners in higher vocational English information teaching construction in colleges and universities in our country, and to form a good system of rewards and punishments. Similarly, in the selection of staff in the construction of English information teaching in higher vocational education, we need to uphold the criteria of meritorious admission, and we should attract some excellent practitioners into the huge ranks of teachers' management information construction in schools.

4.3. Further strengthen the hardware and software supporting facilities

The universities in our country should draw lessons from the effective experience of the information-based teaching construction in the developed countries, and adopt the multi-aspect financing system of the combination of the school, the local and the state. Through the implementation of preferential policies related to it, supporting and encouraging enterprises, the government participates in the information construction of colleges and universities, introduces funds and technologies, updates the backward software and hardware facilities, and provides strong support for the construction of the system. The construction of a safe and stable campus network with a wide coverage provides a strong guarantee for the construction of a network platform for the information-based teaching of English in higher vocational colleges and universities.

5. Strategies for teaching English Teaching Reform

5.1. Reform of activity teaching based on Multimedia

The popularization of multimedia technology is a manifestation of the development of education information. So the reform of the English teaching information is combined with the multimedia information technology. In the daily teaching activities, teachers can make full use of multimedia technology to carry out some information construction teaching activities, enrich the content of teaching and enhance the students' participation, such as the situation. Role playing, dialogue training games and group discussion, and so on. It can appropriately convert the students' learning status and make the teaching more oriented. Students can answer the question only by observing the picture resources and integrating the answers. In addition, we can build the corresponding database, store the curriculum resources of English teaching, and make more realistic teaching videos, thus Arouse the interest of the students, let them understand and absorb some English knowledge by watching video. It also allows students to try to imitate and restore the scene above, in order to achieve the effect of teaching.

5.2. Reform of culture teaching based on Multimedia

In addition to optimizing the traditional teaching environment, multimedia can also carry out cultural teaching in a vivid way. Students can get the deepening and expansion of English knowledge through cultural teaching. Students can experience some English dialogues, such as the sound of music, the lion king and so on. For some special segments in the video, teachers can explain them repeatedly to students, but they can also explain them to students again and again. In order to eliminate the original sound, the students should choose their corresponding roles according to their own preferences, carry out corresponding dubbing, train their language organization and use ability, and cultivate a good sense of language.

5.3. Cloud platform based English teaching reform cloud platform is the product of the present information background

The reform of English teaching based on the cloud platform can be embodied in two aspects. First, the teaching preparation stage, the change of the course preparation process of the teachers. The lessons should be taken seriously, and the advantages of the cloud platform can be effectively played in the preparation of the lessons. The vast resources can be taught by teachers to prepare lessons. At the same time, according to the daily error data stored by the cloud platform, we can choose specific instruction to avoid students entering the misunderstandings. Furthermore, the

resources can be realized through the cloud platform. Sharing, for example, the teacher needs to carry out the corresponding teaching research according to the constant adjustment of the teaching material. It is necessary to select the appropriate teaching methods according to the specific learning situation of the students, thus effectively enhance the effect of the classroom teaching. In addition, the common mistakes in the students' homework are summed up by electronic reading paper, and then the students are stored, and the specific solutions are displayed to the students. The way of analysis and the lack of knowledge points.

6. Conclusions

At present, the role of information technology in English education in our country has not been fully realized, and there are still some contents that need to be perfected, such as the popularization of software and hardware platforms, and the scientific allocation of all kinds of professionals, such as teachers, researchers, and so on. More time is needed for innovation and development. In a word, the informatization of English teaching in higher vocational colleges has great significance to the development of colleges and universities. It not only improves the teaching quality of colleges and universities, but also promotes the teaching work of colleges and universities. Only by fully understanding the key of information management and establishing the concept of scientific information management can we guarantee the smooth development of the informationization of school education management and finally complete the goal of high quality and high efficiency.

References

[1] Xue Jingying, Ni Xiaoyong. On the Reform of College English Teaching under the trend of Educational Informatization [J]. Integration of Information Technology and Teaching practice, 2015(12): 43-45.

[2] Zhang Yuzhen. Research on English learning strategies under the multimedia network environment [J]. Chinese Language Journal (foreign language education and teaching), 2014, 09: 92-93, 95.

[3] Feng Lixin. A study on the effectiveness of College English Autonomous Learning Strategies in Network Multimedia Environment [J]. Modern educational technology, 2013, 01: 59-63.

[4] Wang Lili, Yang Fan. A study on the Reform and Development of College English Teaching under the background of the Internet [J]. Heilongjiang higher Education Research, 2015(8): 159-162.

[5] Little, D. Language Learner Autonomy: Some Fundamental Considerations Revisited [J]. Innovation in Language Learning and Teaching, 2007(1): 14-29.