

College English Blended Teaching Reform based on Online Open Course

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Abstract: Hybrid teaching has become the mainstream teaching mode under the background of informatization teaching. Its main purpose is to combine the advantages of traditional face-to-face teaching with networked classroom learning to maximize the teaching effect. On the basis of explaining the development and connotation of the hybrid teaching concept, this paper analyzes the blended teaching mode of college English and discusses the design and implementation of the blended teaching mode of college English. This model combines the characteristics of college English and makes full use of mixed resources to promote the teaching and learning of college English.

1. Introduction

The Ministry of Education's "Thirteenth Five-Year Plan for Education Informationization" puts forward: "To deepen the integration of information technology, education, and education management, and strengthen the service and support of education informatization for teaching reform, especially curriculum reform, strengthen Teaching reform, especially curriculum reform, is designed and promoted in the context of the information age. How to promote and realize the effective integration of information network courses and traditional teaching models has become a hot issue for current educators. In recent years, colleges and universities have increased their investment, actively promoted the construction of informatization courses such as micro-curriculum, MOOC and online courses, and carried out innovative teaching application exploration and practice with the help of online courses. Moreover, with the deepening of practice and the profound reflection and rational recovery of traditional classroom and networked curriculum teaching, the majority of educators have gradually realized that the hybrid teaching model that combines the advantages of both online classroom learning and traditional classroom teaching is the current The mainstream and future development trend of education and teaching reform. As an important basic subject of higher education in China, college English is a part of humanities education in colleges and universities. It has both the dual nature of instrumentality and humanity, and is of great significance to promote the coordinated development of knowledge, ability and comprehensive quality of college students. At present, there are still many problems in the traditional college English teaching mode. This paper intends to introduce the hybrid teaching mode into the traditional college English teaching process, and explore the effectiveness of the college English blended teaching mode under the background of educational informationization, so as to improve the college English teaching and the efficiency of learning.

2. The development and connotation of the hybrid teaching concept

Blended-learning already exists in traditional teaching. In the process of researching and constructing the theoretical system of digital learning (e-learning), foreign experts and scholars have gradually found that it is unrealistic to try to completely replace traditional classroom teaching with e-learning. The traditional classroom teaching is social and interactive. It has the advantage that e-learning cannot replace. In 2002, Smith and Eliot combined the pure technical environment of e-learning with traditional learning, and proposed the concept of hybrid teaching, which has aroused widespread concern in universities at home and abroad. With regard to the concept of hybrid teaching, experts and scholars at home and abroad have defined it from different perspectives. Ma

chael Drey proposes the concept of hybrid teaching from the perspective of the acquired equipment, tools, technology, media, teaching materials and managers (teachers) and learners to achieve the teaching objectives. Margaret Driscoll believes that blended instruction is a mix of networking technologies, teaching methods, teachers, and work tasks to align learning and work. Professor He Kekang believes that all "mixed teaching" combines the traditional teaching methods with the advantages of online teaching and learning. It not only plays the leading role of teachers, but also fully reflects the main role of students in the learning process. At present, the international education technology community generally believes that only by combining the two organically and forming complementary advantages can the best effect of teaching and learning be achieved. To sum up, it is to optimize and combine learning resources, learning environment, teachers or managers with learners and scheduled tasks, relying on online downloads, by mixing traditional classroom teaching methods with networked teaching and learning advantages. Achieve the desired teaching goals. This can not only play the leading role of teachers in guiding, inspiring, and teaching monitoring, but also give full play to students' enthusiasm, initiative and creativity in learning.

3. Theoretical Analysis of College English Blended Teaching Based on Online Open Course

Blended teaching comes from "Blended Learning." This paper studies the college English blended teaching in higher vocational colleges, which refers to the organic integration of online open courses based on modern information technology and traditional college English classes. The "Online Open Course" in this study mainly refers to Massive Open Online Courses (MOOC) and related foreign language micro-curriculum resources. MOOC is a new online course based on big data technology that covers the whole process of teaching, including curriculum resource reading, learning progress management, and interaction between participants. It has the characteristics of large scholars, diverse learners, and free and open curriculum resources. Foreign language micro-course resources refer to a kind of teaching resources formed by recording a certain knowledge point or skill point as a teaching content and recording and combining certain learning tasks through a short video or audio multimedia form. College English blended teaching based on online open courses is based on constructivist theory, humanistic learning theory and connected theory. The constructivist learning theory believes that learning is not a process in which teachers directly transfer knowledge to students. Instead, on the basis of scaffolding built by teachers, through the active exploration and discovery of knowledge, the new information obtained is processed and constructed independently. Humanistic learning theory believes that human growth stems from the need of "self-realization" and emphasizes the importance of "potential" in learning. It believes that education should aim to provide a safe and free environment so that human potential can be realized automatically. . The theory of connectedness emphasizes the cultivation of students' autonomy, and advocates the realization of the three-dimensional teaching materials. Through screening and design, the rich network information is integrated into the classroom teaching of teachers. In other words, it is necessary to give full play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, and to fully reflect the initiative, enthusiasm and creativity of students as the main body of the learning process. At present, the consensus of the international educational technology community is that only by combining the two, so that the two advantages complement each other, in order to obtain the best learning effect. College English blended teaching based on online open courses organically integrates traditional college English classroom teaching with online open courses. While maintaining the leading role of teachers in traditional college English classroom teaching, students are fully reflected in the university through online open courses. The subjective position in English teaching makes the teaching and learning effects reach the optimal teaching mode. The digital teaching resources of online open courses and the application of network interaction and cognitive functions are conducive to cultivating students' spirit of inquiry and innovation. The online open courses are composed of well-designed short videos. The effective integration of traditional college English teaching mode and online open courses helps to improve students' enthusiasm and initiative, thus cultivating students' self-learning

ability.

4. Implementation Path of College English Blended Teaching Based on Online Open Course

Consciousness and ideas have a crucial impact on behavior. The realization of college English blended teaching based on online open courses first requires participants to change the teaching and learning concepts and establish a new hybrid teaching and learning concept. College English teachers in higher vocational colleges should constantly learn advanced teaching concepts and educational techniques, and recognize the necessity of applying information technology to college English teaching and the challenges brought by the development of online open courses. Only by changing teaching concepts, ideas, and theories can we promote the transformation of teaching methods, methods, and models. In 2009, the US Department of Education website published a survey based on research conducted in higher education over the past 12 years. Researchers through empirical research and quantitative analysis found that mixed learning is the most effective way to learn. However, based on the existing research literature and the author's teaching practice, it is found that in the post-information era, students in higher vocational colleges rely heavily on the Internet and mobile functional devices. They will obtain various information through the network and will carry out fragmentation time through the network. However, there are few students who are systematically learning online courses online. Therefore, guiding students to establish a mixed learning consciousness and improving students' learning concepts and cognitive styles is the basic premise of implementing college English blended teaching based on online open courses.

According to the "Basic Requirements for the Teaching of English Courses in Higher Vocational Education", the college English teaching in higher vocational colleges aims to cultivate students' practical ability to use language and highlight the practicality and pertinence of teaching content. Therefore, the online open course for English-language blending in higher vocational colleges must be different from the traditional English curriculum. It should be innovative in all aspects of the form and content of learning resources, focusing on attracting students' attention and stimulating English learning interest. College English teachers in higher vocational colleges should make full use of the love curriculum, school online and other curtain platforms and micro-curricular resources. Take the high-level public English course of the Love Course website as an example. Each unit has video production based on different themes and different English skill modules, focusing on the diversity of teaching forms. However, with regard to the existing college English online open courses and micro-curriculum resources, the resources of online open courses suitable for English learning of vocational college students are still extremely scarce, and they can not meet the stratification of different higher vocational colleges. The need for classified teaching. Therefore, while making full use of the existing online open curriculum resources, we should base on the school-based reality, fully consider the differences in the cognitive level, personality characteristics and learning styles of different learners, and conduct university according to different majors, different levels and different learning needs. Development of English online open course resources.

College English blended instruction based on online open courses requires full participation from government, school, and market participation. The development and application of online open courses requires the active organization and participation of the competent authorities, as well as the need for higher vocational colleges to support the mixed teaching reform of college English with both internal and external open attitudes, both by using off-campus network resources. It is necessary to encourage university English teachers on campus to develop online open courses and provide students with rich and high-quality resources. In addition, schools should reform their teaching and student management mechanisms. The teaching evaluation and management of teachers should be more humanized, personalized and refined, and the learning management of students should be more personalized and flexible. Schools should actively establish a credit system in the information age, incorporate online open courses into the credit system management system, and develop corresponding management mechanisms for students' information literacy, independent learning ability and language learning ability.

5. Conclusion

The traditional class teaching system and online open courses are mutually infiltrated and complement each other. The integration of online independent learning and offline collaborative learning reflects the new educational concept of the Internet+ era. The realization of college English blended teaching based on online open courses requires the mutual cooperation and exploration of learners, teachers and school participants, and constantly improve their implementation path, so that online open courses can really improve the English teaching effect of higher vocational colleges. And the improvement of students' English ability.

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