

The Implementation of Blended Teaching in Higher Vocational Colleges under the Background of Normalization of Epidemic Prevention and Control Problems and Countermeasures

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Abstract: The arrival of the new crown virus has brought great inconvenience to people's lives. English teaching in vocational colleges aims to cultivate compound talents for the society. Under the background of epidemic prevention and control, the use of blended teaching will help English teachers. Teaching expands. At the same time, teacher teaching should keep up with the development of the times, conform to the trend of informatization, use the Internet model to reform and innovate teaching methods, and realize the continuous improvement and improvement of teachers' work in higher vocational colleges. The classroom uses a blended teaching method that combines online and offline.

Keywords: Epidemic prevention and control; Online and offline; Innovation and reform; Higher vocational colleges; English classroom

Introduction

English courses are essential in the courses students study. A perfect and reasonable blended teaching model can help to create a harmonious English classroom, improve the school's learning and living atmosphere, build a positive and thriving class characteristic, and promote the improvement of students' moral quality and the cultivation and guidance of mental health. In today's information age, teacher teaching in higher vocational colleges can develop well by means of the Internet, but it also faces severe tests and challenges. Exploring the teaching work mode of teachers is also of positive significance for deepening the reform of education.

1. The current situation and problems of blended teaching in higher vocational colleges

The arrival of the new stage of rapid development of informatization has prompted the vigorous development of teaching informatization in higher vocational colleges. At the same time, the teaching efficiency of teachers has been greatly improved, and the scale of higher vocational colleges has also continued to expand. Under the prevention and control of the epidemic, information-based Internet methods have given the possibility of blended teaching. But this also means that higher requirements are put forward for the teaching mode of higher vocational colleges. However, for now, the disadvantages of the traditional teaching model impede the rapid construction and development of online teaching in vocational colleges, and there are still many problems in innovative teaching in vocational colleges^[1].

1.1 Teachers' informatization literacy is not high

Blended teaching requires a high degree of integration of online and offline teaching, and information literacy is a basic ability that teachers must have. Informatization literacy is essentially a comprehensive ability, which requires teachers to master the concept of informatization teaching and know how to acquire and effectively use information technology to innovate teaching methods. But for now, most of the teachers in higher vocational colleges still need to improve their informatization literacy, and their grasp of informatization concepts is not thorough enough. It is embodied in the following aspects: First, teachers in higher vocational colleges underestimate the role of informatization teaching. Influenced by traditional teaching methods, many teachers stick to the more stereotyped teaching mode. Means are shelved, resulting in the old-fashioned teaching methods can not meet the new requirements of teachers. Second, teachers in higher vocational colleges lack information and knowledge. Vocational colleges fail to organize teachers to conduct professional information technology training, which leads to teachers' understanding of information knowledge is too shallow, and the application of information technology is too basic. They only use some simple information technology to summarize data or search for information, and can not further use more advanced information technology to analyze and deal with more complex teachers' work, so that the role of information-based teaching cannot be fully demonstrated.

1.2 The integration of the classroom and the Internet is low

During the epidemic prevention and control period in the era of "Internet +", English teachers in higher vocational colleges need to integrate the Internet with actual teaching. The high degree of combination of technical means and teaching methods is conducive to

the improvement of teachers' classroom efficiency. However, at present, some higher vocational colleges have not introduced enough Internet technology and equipment, and the cooperation between technology and teaching has not been honed. Under the background of informatization, it is necessary to highlight the interaction of teachers' teaching work. Today, the degree of cooperation between teachers' Internet and teaching needs to be improved, and they have not been able to achieve a closer connection, which has led to the overall inconsistency and the efficiency of teaching work. Naturally, it is greatly discounted. In general, this hinders the advancement of teaching informatization for teachers in higher vocational colleges.

In the process of combining online and offline, we should pay attention to the substantive cooperation and not be too formal. Chinese people have always paid more attention to form, but excessive formalization only makes the content more empty. The influence of traditional ideas leaves only a form of shell, ignoring the improvement and innovation of teachers' teaching essence. It is difficult to ensure the efficient implementation of teachers' teaching work, which makes the implementation of teachers' teaching system full of various obstacles, and it is increasingly difficult to improve teachers' teaching level. This not only hits teachers' enthusiasm for work, making them passive and neglectful, but also easily leads to the phenomenon of shirking responsibilities among staff. The traditional teacher's teaching model is too rigid, and the new information-based teacher's teaching method may be able to make up for the shortcomings and regrets brought by the traditional model.

2. Pathways to Blended Teaching

2.1 Strengthen teachers' information literacy

During the period of home isolation, the innovation and reform of teachers' teaching in higher vocational colleges still needs to rely on information technology. In order to establish a high-quality talent team, it is necessary to carry out professional training for the personnel of the teaching department and strengthen the construction of the teaching team, especially in the aspect of information literacy^[2].

Teachers should abandon the old-fashioned teacher teaching model system, constantly absorb new knowledge, innovate teachers' teaching methods in exploration, constantly make up for the gaps in Internet knowledge, enhance the grasp of information technology, and at the same time strengthen the overall quality. Informatization construction not only brings challenges to teachers, but also creates many opportunities. Teachers should enhance their sense of innovation and use the advantages of information technology to organize, analyze, and deal with more teacher problems. The leaders of higher vocational colleges should actively organize systematic professional training, so that teachers who participate in the training can practice, share experience, and work together. Progressive learning.

2.2 Setting up the teaching situation

The times are advancing, the level of education is constantly improving, and the social lifestyle has also changed. The traditional teaching methods are too old-fashioned and rigid, and can no longer be well applied to modern teaching. The situational teaching mode combines theory with practice, which is undoubtedly a teaching method. an innovation. Setting up situations in the classroom can help develop students' imagination, guide students to actively discover problems, and mobilize their enthusiasm for participation. Young students are full of vigor, vigor, dreams, and curiosity about the world, but their learning concentration and self-discipline are still insufficient. Situational teaching makes up for these regrets. It can make the classroom more interesting and lively, and students are more engaged and active. What students learn is not only the knowledge itself, but more importantly, to understand the learning methods and thinking of learning, and to improve their personal abilities step by step.

Vocational colleges aim to cultivate compound talents needed by society. They can not only provide theoretical guidance in classrooms, but teachers can lead students to experience the meaning of the combination of theory and practice in practice, and trigger students' emotional experience and experience. Learn to perceive. Move students from passive participants to active positions. In students' autonomous learning, teachers can give appropriate guidance to students, but they should not interfere too much, so as to stimulate their innovative consciousness, stimulate the emotional resonance between students and language, broaden their horizons, and sublimate their feelings.

3. Conclusion

Epidemic prevention and control has brought us a lot of inconvenience, but blended teaching can solve the problem to a certain extent. The cultivation of students' comprehensive quality should be in line with the development of the times, the means of contact information, the combination of online and offline, the strengthening of the use and construction of information means of teachers, and create a good atmosphere for more practical activities. Adhere to life-oriented, appropriate expansion, and accumulation of academic literacy. Even in today's difficult epidemic prevention and control, we should maintain self-confidence, start with "feeling", respect students' personality development, and insist on cultivating students' core literacy, applying Blended teaching improves students' comprehensive quality and learning ability, and promotes students' all-round development.

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