



Incorporation of the Craftsmanship Spirit and Its Importance in SPOC-Based Vocational English Instruction

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Abstract: The SPOC model employs high-quality MOOC resources to improve the English literacy threshold in secondary vocational schools, limit the scope of instruction, and effectively address the inadequacies of standard MOOC education models. The meaning of the “craftsmanship spirit” corresponds to the educational requirements of the SPOC model. As a consequence, introducing craftsmanship spirit as part of the SPOC model into English instruction can reflect its educational value while also boosting teaching efficiency. The article briefly discusses the SPOC model’s connotation and the value of craftsmanship, then investigates strategies for personalizing students’ learning needs, customizing English classroom teaching discourse resources, promoting three-dimensional classroom teaching, and realizing data on the process and results of literacy assessment in order to provide practical suggestions for secondary English teachers who want to implement the SPOC model and penetrate craftsmanship.

Keywords: SPOC Model; Vocational English; English Teaching; Craftsmanship Spirit

1. The SPOC model’s connotation and the importance of craftsmanship spirit

SPOC is a private, small-scale online course based on MOOC. MOOC is low-cost, has a broad reach, and a large audience, allowing for continuous education. Its instructional relevance, on the other hand, is limited. When the number of students is large, MOOC will find it challenging to fulfill their potential, and may even have negative consequences. Some students lack self-awareness when learning in large-scale MOOC education, and teachers’ management efficiency is impaired, as is teaching efficiency. When compared to MOOC, SPOC has the advantages of small scale and high pertinence, which can effectively improve students’ participation in class and form an ideal incentive mechanism to promote the improvement of teaching efficiency. Craftsmanship spirit is the precise performance of the practitioner’s value orientation and conduct, which includes professional quality, ability, and moral criteria. Integrating the craftsmanship spirit into English classes in secondary vocational schools in SPOC mode will help students develop a spirit of excellence and increase their enthusiasm for learning. Students can focus on learning English knowledge, comprehending the big picture and applying English knowledge, and making steady progress on the learning path as their spiritual quality improves.

2. Craftsmanship spirit integration strategy based on SPOC in vocational English teaching

2.1 Investigate the students’ individual learning requirements

The main body of craftsmanship spirit is the craftsman, who is an expert in his field, has a distinct memory, and can be unique in his field. Secondary English teachers, as the primary part of instruction and education, should be well-versed in the language and strive for teaching excellence. Secondary English teachers are now dealing with students

who have a variety of characteristics. Because the number of students that the same teacher must encounter is not big, teachers may improve their study of students' uniqueness, offer them personalized English learning plans, and reflect the relevance of English teaching under the SPOC model.

For example, the SPOC learning platform provides students with dynamic learning information, diagnoses and analyzes problems that arise during the process of learning English, and asks students to adjust their learning needs by combining their own learning behaviors and processes, as well as exploring their own personalized learning needs based on the analysis results of the SPOC intelligent system. Teachers use the system's numerous forms of learning information to understand students' learning status and characteristics, and then build a model of different students' learning characteristics to create tailored English learning resources after finishing the learning diagnosis. Creating English learning programs by combining students' individual differences in English learning, using smart tools to create English learning scenarios, delivering appropriate content to students based on teaching topics in textbooks, and developing various types of generative learning resources and personalized collaborative approaches. English teachers can also engage students on social media platforms and use social technologies such as QQ and WeChat in their teaching to create English learning communities and inspire students to improve their English skills through sharing, discussing, and collaborating.

2.2 Customizing the teaching discourse resources in English classrooms

The SPOC model promotes the incorporation of the craftsmanship spirit into English teaching in secondary vocational schools, which aids in the improvement of educational resources. Teachers must screen and integrate educational resources in a variety of ways, and high-quality educational resources can help teachers improve their teaching effectiveness. The SPOC smart education system will also achieve excellent resource management, allowing students to more easily access resources that match their unique interests and learning abilities.

Because of its analysis and decision-making capabilities, the SPOC intelligent education system can recognize different students' learning characteristics and pinpoint their specific learning needs. By comparing the resource model and the learning characteristics model, teachers can select a more appropriate pushing method, summarize and integrate existing language resources, and gradually form a higher quality language resource library that can be applied to exercise tests and micro-lesson videos. By dynamically merging various types of discourse resources, teachers can reorganize discourse resources based on the learning characteristics model and push these resources to students. Teachers' learning data can also be used to extract students' learning characteristics in order to implement whole-field teaching and tailor learning to students' specific needs.

2.3 Encourage stereotyping in classroom instruction

Dedication to work is an important part of craftsmanship spirit, and the primary goal of secondary English education is to develop students into the application-oriented talents that society requires. Teachers can use SPOC mode to integrate the explanation of the spirit of dedication and elaborate the rich connotation of the spirit of dedication with English teaching content, transforming the English teaching classroom from flat to three-dimensional and promoting the achievement of the English education value goal.

Teachers can use smart technology to connect schools and society in order to create a whole-field English teaching environment in which students can learn the value of loving and respecting their work through real-life experiences. When teaching, teachers should make a concerted effort to connect their subject to social reality. For example, when teaching the unit on profession, the teacher directs the students to state what industry and occupation they are interested in, and then asks them to explain the reasons in English. Students are then asked to think about what this profession and industry expects of its practitioners, as well as how they can prepare in advance to become better practitioners. Professional ethics violations occur in many firms, and teachers can use these social occurrences to improve students' critical thinking during the educational process. Students are encouraged to discuss and critique social examples they have discovered in English, as well as to reconstruct real-life events using smart learning tools. Simultaneously, advanced information technology extends the reach of English exploration activities to the workplace, providing students with a sense of immersion. Students learn the true value of work ethic by transposing with characters in specific settings and creating

the framework for using their English skills in real-life situations.

2.4 Data collection and analysis from the literacy evaluation procedure and Findings

Craftsmanship spirit includes focused innovation, and when using the SPOC model, teachers should demonstrate this spirit of focused innovation. For example, in the process of the assessing literacy, the spirit of focused innovation is used, and the process and results of assessment are fed back through data to improve assessment accuracy. Teachers can use big data and cloud computing in the SPOC-based secondary English classroom to describe and explain students' English learning patterns, intervene in students' ongoing learning activities of all types, and predict students' future English learning trends. The intelligent platform can provide two-way feedback on assessments, connect new and old language knowledge, gradually develop a competent English literacy evaluation system, and lay the groundwork for long-term English proficiency growth in students.

Finally, the penetration of craftsmanship spirit in secondary English classrooms based on the SPOC model has become a common practice, and craftsmanship spirit and the SPOC education model share many similarities. With the application of SPOC model, the educational value of craftsmanship will become more prominent. However, as an innovative educational paradigm, the SPOC education model incorporating craftsmanship, on the other hand, has a number of flaws. Teachers must continue to improve their study of the SPOC model and craftsmanship spirit, improve the efficacy of English education through a variety of methods, and introduce students to new learning concepts and models.

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