

Research on Blended Learning of Higher Vocational English Based on Cloud Platform

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Abstract: With the rapid development of international science and technology, higher requirements are put forward for the professional quality of professional and technical personnel. At the same time, more and more skilled talents with high quality are attracted to enter the high-tech industry. These complex skilled workers have also become the talent targets for all walks of life, and the talent gap is increasing every year, so the demand for skilled talents in the industry is far from being met. Therefore, as the first position to cultivate high-quality skilled talents for today's society, vocational colleges must carry out a profound education reform to meet the current social needs, realize the function of vocational education to promote social development, and fully guarantee the development of science and technology. Under the impact of the network, traditional education has been unable to provide sufficient power for social development. The realization of information technology and network campus has a profound impact on vocational education, making vocational education rapidly transform. MOOC platform of high-quality education resources, micro class teaching and blended teaching and so on, some new teaching methods combined with the Internet, more and more have been applied to vocational education. For these aspects of research, scholars have also been widely concerned. As a teacher who has been struggling for a long time in the front line of college English teaching in higher vocational school, the author urgently reshapes the teaching mode of higher vocational English classroom with the help of the power of network. After browsing a large number of relevant literature, this paper summarizes the current development degree, problems and reasons of blended teaching in higher vocational colleges, and puts forward solutions according to their own teaching experience.

1. Introduction

China's premier Li Keqiang emphasized the idea of "Internet +" in the government work report, which aims to promote further development and deep integration of big data computing, Internet

application, information technology and cloud computing, thus stimulating the rapid progress of Internet finance. Therefore, Internet + has become a hot word in the Internet, and has become a strategic direction for the future development of the country, bringing innovative reforms to all walks of life. Turn the world upside down to the Internet + education, with the aim of bringing about changes in the education industry. In this new education mode, the factors related to education will also change greatly, including teaching sites, teaching methods, teaching contents, teaching methods, teaching evaluation and feedback. Therefore, Internet + education has become a hot topic in the field of education.

In the context of multimedia teaching, micro class teaching, network courses into the campus and campus digital construction, information technology is more and more applied in the field of education. As early as the nineties of the last century, China began to consciously apply information technology to English teaching, that is, to use multimedia assist teaching in English classroom. After years of teaching practice, scholars found that the classroom should act as a guide and supervisor in the network teaching. It is difficult to maintain the teaching order of the network classroom only relying on the students' learning enthusiasm and consciousness, and the students' attention is not enough to maintain until the end of the classroom, which will also make the teaching effect greatly reduced. In the network teaching, the status of teachers is irreplaceable. Therefore, the combination of network teaching and traditional classroom teaching has become an innovative teaching mode that can complement each other. Therefore, blended teaching came into being. In the field of education in China, scholars have reached a consensus: blended teaching will be the new development direction of education in China for a long time in the future. The vigorous development of Internet + has also promoted the development of blended teaching.

The Internet + education results in flipped classroom, micro teaching, online classroom, WeChat learning platform, mobile phone classroom app, etc. the public English teachers in higher vocational colleges also rely on these achievements and teaching platforms to carry out the mixed teaching reform. Network and information technology provide strong technical support for the blended teaching reform, which makes the teaching expand beyond the classroom and truly realize the teaching anytime and anywhere. Students can use the free wireless network of digital campus to study in dormitories, libraries and study rooms, and make full use of their spare time to achieve fragmented teaching. On the combined teaching platform, teachers and students can achieve free interaction and answer questions, which greatly improves students' classroom participation.

2. Definition of Related Concepts

2.1 "Internet +"

In the context of the rapid development of Internet, Internet + has become a new normal and new social phenomenon to promote the development of society, technology and economy. In 2015, Premier Li Keqiang made clear in his work report that Internet + should be included in the important economic development plan. At this point, "Internet +" was officially recognized and integrated with various industries. Under the multiple integration of Internet +, domestic scholars define this concept. In his research, Ning Jiajun summed up the Internet + as a new process of information technology, which focuses on the Internet, including mobile Internet, cloud computing, Internet of things, big data and so on. The process of diffusion, application and deep integration in various sectors of the economic and social life is essentially the online and data based traditional industries. In the document of the State Council on guiding the action of "Internet +", we have made clear the following definition: "Internet +" has the following definition: we should combine the

innovation results of the Internet with all aspects of the economic and social aspects, so as to effectively promote technological upgrading, efficiency improvement and organizational optimization, and further enhance the level of innovation and productivity of the real economy. We should establish a new form of economic and social development with Internet as the infrastructure and innovation elements.

2.2 "Internet +" Education

Internet + education is a new form of education with the continuous development of science and technology and the combination of Internet technology and education. The "+" here is not a simple plus sign, but an organic combination of mutual integration. The collision and integration of education, a traditional industry, and the Internet makes Internet technology deeply integrated into education, which brings vigor and vitality to education and new opportunities for the development of education. We should creatively generate new educational models and paths, so as to achieve more in-depth and effective educational results. The first combination of Internet thinking and education in turn promotes the teaching methods and management. It emphasizes the realization of innovative development in the field of Education under the influence of Internet technology and multiple information technology. This is based on the high integration of the Internet and the field of education, which has brought a profound impact on all aspects of teaching. Under the influence of the Internet, educational resources are constantly innovated and spread in various forms. "Internet +" means the deep integration of the Internet's innovation achievements with all sectors of the economy and society, bringing vitality to traditional industries, promoting industrial upgrading, technological innovation and institutional transformation, and steadily building a new economic and social development mode guided by the Internet infrastructure and focusing on innovation as the core of productivity. China's blended teaching, which combines the advantages of online teaching and traditional teaching, is a new teaching mode of "online" + "offline".

2.3 Network Teaching Platform

With the help of the network teaching system, managers, teachers and students can easily achieve mutual interaction and communication, and can share information resources at any time, which is the prerequisite for the implementation of network teaching and plays an important supporting role. From a broad perspective, teaching platform mainly includes two parts, namely software and hardware; from a narrow perspective, its main function is to bring a full range of services for network teaching.

Through his research, Mao Zhendong found that the network teaching platform is actually an online teaching mode that plays a certain auxiliary role in classroom teaching, and does not include the teaching system used in business education or non face-to-face teaching mode in the past. Based on the in-depth analysis of this by Wang Ping, the point of view is that the network teaching platform mainly relies on the virtual network environment for teaching, and its stability is the basic premise to ensure the success of network teaching.

Through summarizing the above research results, the author's point of view is that the essence of network teaching platform is to serve network teaching with the help of network technology. It is an indispensable software system for the successful implementation of network teaching. It not only brings great convenience to students' learning, but also increases the teaching effect, and urges the teaching mode to realize all-round innovation, which is helpful for teaching. It has laid a good foundation for the drastic reform of learning methods.

3. The Situation of Teachers and Students In Higher Vocational English Blended Teaching Is Investigated Based On The Cloud Platform

3.1 Survey Design

This survey takes public English teachers and students of Shandong Vocational College of Industry as the subjects, including 10 public English teachers and 456 students majoring in accounting, financial management and finance. This paper designs a questionnaire on the current situation of College English blended teaching and analyzes the results.

Through this survey, I hope to have a basic understanding of the current situation of blended English Teaching in Higher Vocational Colleges of Shandong Vocational College of Industry. Through the analysis of the survey data, I hope to find out the problems existing in the current blended English Teaching in Shandong Vocational College of Industry and the causes of these problems, and put forward the improvement strategies of related teaching. In addition, this survey provides a practical basis for improving the teaching effects of public English in Shandong Vocational College of Industry, and provides a certain reference value for other higher vocational colleges in China to carry out blended teaching.

This survey is mainly carried out by means of questionnaire survey. The author has compiled the survey questionnaire of Higher Vocational English blended teaching based on cloud platform (teachers) and the survey questionnaire of Higher Vocational English blended teaching based on cloud platform (students). According to the current situation of teachers, a total of 30 questionnaires have been issued, and 28 valid questionnaires have been recovered, with the effective recovery rate of 100%. According to the survey, 456 questionnaires were distributed and 400 valid questionnaires were recovered, with an effective recovery rate of 87.7%.

3.2 Analysis of Teacher Survey Results

According to the results of the questionnaire survey, College English blended teaching in Shandong Vocational College of Industry have two purposes: one is to optimize the teaching system; the other is to improve students' autonomous learning ability. Teachers pay great attention to blended teaching and cloud platform education, and the teaching mode is mainly the combination of traditional teaching and cloud platform learning. Some teachers have tried to use micro class teaching. Teachers generally believe that there are some shortcomings in blended teaching of college English, which need to be improved in the following aspects, including: introduction and maintenance of hardware facilities and teaching resources, construction of teaching staff, discussion on blended teaching, improvement of blended teaching effect evaluation scheme, and motivation of students' subjective initiative. It is specifically reflected in the daily teaching, that is, teachers are not familiar with the use of the platform, lack of interaction with students, after class tasks can be completed as expected, lack of supervision means and teaching effect evaluation is more difficult.

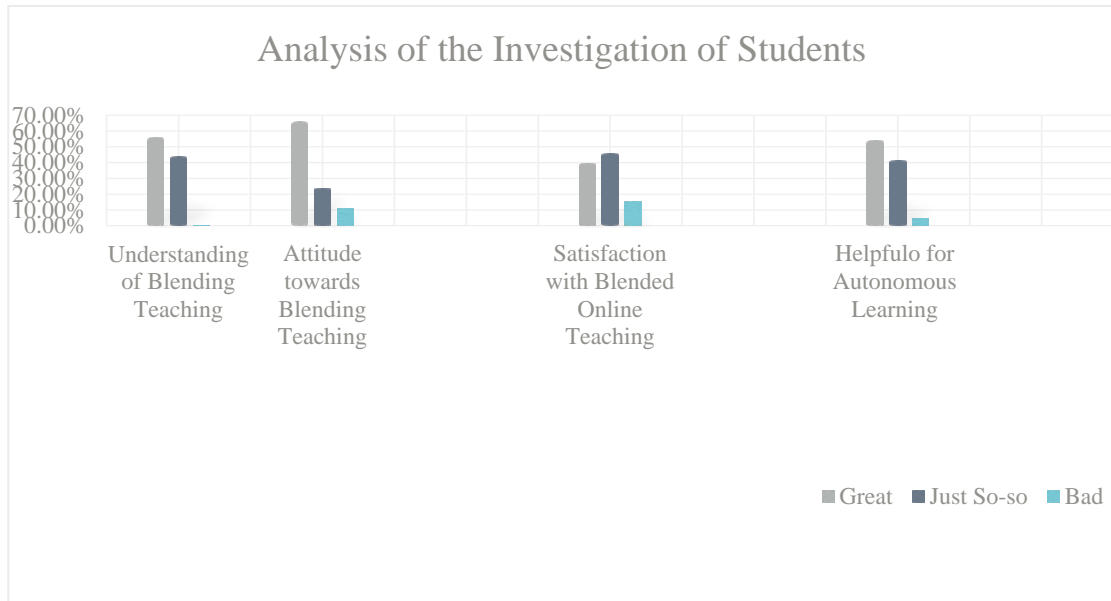


Fig. 1 Analysis of the Investigation of Teachers

3.3. Analysis of Student Survey Results

According to Fig. 2, the majority of the students in our university agree with the blended teaching mode and plays a certain role in English autonomous learning. But students generally reflect three difficulties in learning: the form of classroom interaction is not suitable, the task of preview is too difficult, and the learning effect is not clear. The vast majority of students agrees with the promotion of blended teaching, but also pointed out many shortcomings. The most prominent problem is that students' overall satisfaction with the current situation of blended teaching is not high. Most students think that the current public English blended teaching method is worse than expected, and even some students think that there is no feeling of blended teaching at all.

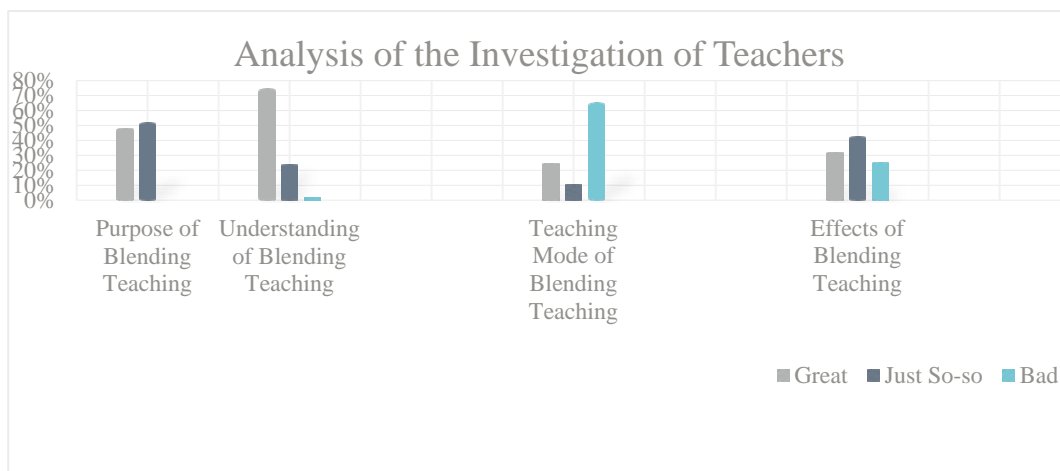


Fig. 2 Analysis of the Investigation of Students

4. Higher Vocational English Blended Teaching Problem Analysis Based on the Cloud Platform

The problems found in the questionnaire survey can be attributed to two main reasons: teachers and students' insufficient understanding of the concept of College English blended teaching and their low information literacy. The school provides mixed teaching software and hardware facilities and learning platform for teachers and students. Teachers guide and supervise students to complete mixed learning. Students are mainly responsible for participating in and benefiting from the mixed classroom. From the questionnaire, due to the lack of full understanding of the blended teaching concept and the lack of Chinese style, the final students' sense of experience is not high. In the blended classroom of college English, the combination of teachers' leading and students' main body is adopted. Through the survey, it is found that in the process of blended teaching, there are mainly two reasons: rigid teaching methods and difficult teaching effect evaluation, which are mainly due to the teachers' low ability of information teaching and research and the teachers' and students' low information literacy.

5. Conclusion

Based on the current background of the times, the author designs a questionnaire to collect teachers' and students' understanding of the teaching reform in the application process of college English blended teaching. From the data analysis of the questionnaire, this paper summarizes many problems existing in blended teaching, analyzes the reasons from a practical point of view, and puts forward some solutions. In view of the continuous development of educational ideas and network technology in the research of College English blended teaching, this teaching mode should also be explored. This paper only takes college English course as an example, hoping to provide reference for College English teaching and other courses in the future.

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