

Application of online and offline blended teaching mode in higher vocational English teaching

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Abstract: With the rapid development of the economy and society, the development process of the education industry is also continuing to accelerate. The teaching mode has also changed a lot compared to the past. Nowadays, the hybrid teaching strategy of online and offline has gradually received widespread attention, and has further connotation in the context of the development of the new era. Because the online and offline hybrid teaching mode can fully reflect the autonomy of students, and fully integrate the past classroom teaching and online teaching platform, it can effectively solve the situation that English teaching in vocational colleges and universities is relatively long and inefficient, and can also provide new information reference for the improvement of future teaching mode. Based on this, this paper mainly studies the practical application of online and offline hybrid teaching mode in the process of high school English teaching, hoping to promote the smooth progress of higher vocational English teaching activities.

1. Introduction

Nowadays, under the background of rapid economic development, the development level of information technology is also significantly improved, and gradually applied to all walks of life, which has a great impact on people's daily life. Whether in life, work or learning, there have been certain changes compared with the past, and in this context, the Internet + working mode has gradually emerged, and the development content of various industries has been enriched. As far as the teaching activities of higher vocational English are concerned, through the scientific and reasonable use of teaching resources in the network platform, teaching efficiency and teaching quality can be significantly improved, and compared with the traditional teaching strategies in the past, it has been greatly improved and improved, so as to continuously improve the teaching effect. The use of online and offline teaching mode can not only make teaching activities more smoothly, but also help to improve students' enthusiasm and enthusiasm for learning, so that students can continuously improve their academic performance.

2. The Application Advantages of Online and Offline Teaching Mode in Higher Vocational English Teaching

2.1 Enhance Teacher-Student Exchanges and Increase Students' Interest in Learning

In the teaching activities of higher vocational English, there are many advantages to the reasonable use of online and offline teaching modes. The first is to be able to continuously enrich the teaching content under the premise of existing teaching knowledge, because the knowledge points in the teaching activities of high school English are relatively trivial and difficult to understand. More importantly, students may not have a correct understanding of the difficulty of knowledge, and their enthusiasm for learning is not high in the learning process. Nowadays, in the context of blended teaching mode, it can provide new solutions to this problem, because when online learning activities are carried out, there is less oppression, students do not have much learning burden and pressure, and can be more interested in actual learning activities, thereby fully stimulating personal initiative. Moreover, in terms of teaching knowledge, the essence can be condensed through online classes, highlighting the difficulties of these courses, so that students can also focus on learning. Compared to offline teaching activities, there is a big difference. In addition, after the successful completion of the online course, it can also timely feedback the problems encountered in learning, so as to provide teachers with a certain direction and make them better improve in the future teaching mode. In addition, in the hybrid process of online and offline teaching mode, there is more communication between teachers and students than in the past, which is very critical to students' learning and growth, which can further enhance students' enthusiasm and enthusiasm for learning high school English, so as to focus their attention on the classroom.

2.2 Respect Students' Subjectivity and Improve Learning Efficiency

In the hybrid online and offline teaching mode, it can effectively deal with the shortcomings in the past teaching activities, because in the traditional teaching classroom, the teacher is the master of the classroom, mainly responsible for explaining on the stage, while the students are responsible for listening below. This indoctrination mode is very detrimental to the learning process of students, because it does not fully respect the subjectivity of individual students. Nowadays, online teaching activities can effectively deal with this phenomenon, allowing students to truly become the masters of the classroom, give full play to their personal thinking ability, and when learning online, there is no time and place restrictions, and it can be carried out in accordance with students' personal living habits. If you encounter some knowledge points that are very difficult to understand during online learning, you can ask the teacher questions when learning offline and let the teacher help you answer them. Therefore, through the analysis of the above content, it can also be clearly seen that the teaching content mixed by the online and offline modes can fully respect the autonomy of students, and the guiding role of teachers in the teaching process can still be maintained, so that teachers and students are truly on an equal footing in the higher vocational English teaching classroom, which is very critical, and can continuously improve students' learning efficiency, because students' learning burden is greatly reduced compared with the past.

2.3 Evaluate Students' Learning Effects in All Aspects

In the past, in the teaching activities of higher vocational English, after the end of the course, teachers wanted to evaluate students to a certain extent, mainly from the actual performance in the classroom participation and the final written test results to obtain relevant information for evaluation, the entire evaluation system is relatively vague, there is no clear guideline, and it is qualitative, not

quantitative. In the application process of online and offline hybrid teaching mode, you can make full use of the teaching resources and network platforms on the Internet to record and track the learning effect of students' learning time, and obtain highly accurate data and information, and include many dimensions, which can provide teachers with comprehensive information to evaluate students' learning effects. For example, whether the student's learning attitude is correct, whether the learning progress meets the requirements, in addition to these contents, in offline teaching, teachers can also fully refer to the results of the written test, and fully integrate the online indicators with the offline content, so as to be able to comprehensively evaluate the actual learning effect of students, timely discover the loopholes in the learning process of students, and quickly take measures to improve and deal with them.

3. The Practical Application of Online and Offline Hybrid Education Mode in Higher Vocational English Teaching

3.1 Carry Out Auxiliary Teaching in the Pre-Class Preparation Stage

Next, this article will discuss the specific application of online and offline hybrid education mode in high school English teaching activities. First of all, auxiliary teaching activities can be carried out in the preparation stage of pre-class preparation, that is, the use of online teaching platform to preview, mainly so that students can clearly understand according to the time content in the textbook, what is the content of this lesson and what kind of teaching effect is completed. Under this premise, teachers should design corresponding teaching tasks according to the actual learning situation of students^[1]. In the process of preview, the main thing is to let students have an understanding of the knowledge points to be explained in these courses, and when previewing, they can find out in time that they are also difficult to understand, so as to listen carefully to this part of the course. Nowadays, many teaching platform systems can upload relevant teaching materials, including the teaching tasks and teaching planning of this course, etc., which can provide a certain reference for students' learning activities, and various resources on the network are also very helpful for students' pre-class preparatory activities, so as to fully tap the individual's independent learning ability and let it continuously improve the learning effect^[2]. In the online platform, teachers can also further deepen communication with students, and can ask students certain questions so that they can carry out more targeted preview activities. Or during the preview process, students can also ask questions to the teacher through the platform, and then the teacher answers them online, so that targeted teaching activities can be carried out.

3.2 Increase In-Class Interaction and Improve Teaching Efficiency

In the actual high school English teaching activities, the teaching task must be clearly explained to the students, so that they can be aware of the lecture in class. Nowadays, in the context of online and offline hybrid teaching mode, relevant teaching content and teaching arrangements can be released in the online platform, including the assessment standards of this course, as well as the teaching content used, etc., to continuously guide students to carry out independent learning activities, and with the help of multimedia technology, teachers can also prepare more teaching content and teaching materials, so that students can choose to use in the early learning, so as to continuously improve the efficiency and teaching effect of teaching. It also increases interaction in the classroom, because the whiteboard can be fully utilized when teaching microlessons^[3]. For some important knowledge points, you can take photos, or screenshots, so that students can have a certain discussion, when students have questions, screenshots can be sent to the teacher, and the interaction between teachers and students has increased significantly compared with the past. Because in the classroom,

the most important thing is to let students concentrate on it and avoid the phenomenon of students' mind wandering. In the context of increased classroom interaction, it is important to be able to hold students engaged in time to improve their own learning.

3.3 Strengthen After-Class Consolidation and Maintain Enthusiasm for Learning

It is worth noting that it is extremely necessary to consolidate in the after-school teaching activities of high school English, and to be able to review and summarize the content of this course^[4]. If there are students who are not very serious in class, they can carry out secondary learning when they are consolidated after class. Teachers should summarize students' performance to a certain extent, and upload the framework knowledge system of this course to the online platform, so that students can learn and watch after class. If you encounter problems that you don't understand, you can also communicate with your classmates. In the online platform, teachers can also set up a learning area, which allows students to enter the platform system for discussion, and display their self-learning achievements in it, share and communicate with their classmates, so that students can always maintain their enthusiasm for learning and be in a state of efficient learning. For the learning records uploaded by students, teachers can also evaluate and rank them to a certain extent, so that a better competitive environment can be formed in the learning process of students, so that students can participate in online learning activities with more enthusiasm and attitude, and this ranking can also play a certain role in motivating students' learning process^[5]. It can be seen that the application of online and offline hybrid teaching mode in higher vocational English teaching activities is also very crucial, teachers must pay full attention to it, and constantly improve and update the existing problems, only in this way can they better use this hybrid teaching strategy and help themselves better carry out teaching activities.

4. Conclusions

Based on the above analysis, in the teaching activities of higher vocational English, the reasonable use of online and offline hybrid teaching mode can not only enrich the existing teaching resources and teaching content to broaden students' knowledge, but also enhance the communication and exchange between the two, and greatly improve the existing teaching effect. In addition, it can also make students really feel the importance of education. At present, the application of online and offline hybrid teaching mode is still in the process of development, there are many other contents need to be further improved, in the era of information technology, the application of various technologies to the teaching activities of higher vocational English plays a great help, constantly promote the reform of teaching mode, and let the online and offline hybrid teaching mode give full play to its due role.

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