

# The Teaching Innovation Paths of Higher Vocational English Education in the New Media Era

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**Abstract:** In the process of continuous integration with people's lives and learning, new media is slowly changing the way people interact with information, thereby forming a new information fusion pattern. This integration pattern is bound to have an impact on the teaching environment of English language education. Therefore, vocational teachers should understand the value of new media correctly, and then skillfully integrate it into the innovative process of vocational English education and teaching, so as to guide the progress of vocational English education and teaching towards high-quality direction. Based on this, this article explores the path of teaching innovation in higher vocational English education in the new media era.

## 1. Introduction

The development of information technology has brought an important impact on people's production and life that cannot be ignored, especially in education. The application of information technology has completely changed the problems existing in the traditional English teaching mode in vocational colleges, which can fundamentally guarantee the quality of English teaching work in vocational colleges. Looking back at the traditional English teaching situation in vocational colleges, it can be found that students often lack the enthusiasm for in-depth learning, and the teaching methods used by teachers are also very monotonous and tedious. At the same time, some teachers neglect the importance of practical English learning for vocational college students, which will have a certain negative impact on their English learning. In this situation, it is obviously of immeasurable practical significance to study the teaching innovation strategies of vocational English education in the new media era.

## 2. Problems in English Teaching in Higher Vocational Education

Firstly, students in vocational colleges often lack interest in learning English. From the perspective of teaching objects, students in vocational colleges often have problems with limited learning abilities and weak learning foundations, making it difficult to generate interest in further exploration during the learning process. In addition, in the past, in English teaching in vocational colleges, many teachers have recognized and adopted the duck feeding method. All teaching content is based on the textbook content, and the problem of reading from the textbook is very serious. This makes it even more difficult to accept the inherently difficult English learning, and students cannot generate enthusiasm and enthusiasm for autonomous learning. In this case, students will inevitably not take the initiative to preview or review, and the effectiveness of English learning cannot be improved.

Secondly, the working methods of English teaching in vocational colleges are too general. Compared with students in ordinary universities, students in higher vocational colleges often have different learning goals and learning abilities. In this situation, if English teachers in vocational colleges adopt the same teaching method to carry out their work, it will inevitably lead to problems that students' learning effectiveness cannot be improved and learning goals cannot be achieved. In addition, the lack of pertinence in teaching methods is also reflected in the fact that teachers fail to take into account differences in students' learning bases, and many students even lack the most basic English knowledge. In this case, adopting a "one size fits all" teaching method will inevitably

lead to a series of teaching quality problems.

Thirdly, there are relatively few practical activities. With the advent of the new media era, society is increasingly demanding high-quality talents. In addition to mastering English knowledge, it is also necessary to use English knowledge for practice, which is the only way to successfully complete work tasks. However, from the current situation of English majors in vocational colleges, many teachers have not realized the importance of optimizing English practical teaching, nor have they broken the shackles and restrictions of past teaching work thinking, resulting in the failure of practical English learning to achieve its desired results.

Fourth, the speed of upgrading teachers' abilities is relatively slow. In the new media era, English teaching in vocational colleges is bound to evolve first, but many teachers' ability systems remain unchanged, making it difficult for them to adapt to the development trend of the new media era and provide strong support for students.

### **3. Innovative Teaching Strategies for Higher Vocational English Education in the New Media Era**

#### **3.1. Improving Teachers' Professional Quality**

In the new media era, English teaching in vocational colleges is not the same as before. It requires English teachers to master various teaching skills, as well as teachers to have a sense of thinking that keeps pace with the development of the times. This has brought certain challenges to English teachers in vocational colleges. However, according to the actual situation, many English teachers still do not accept the teaching reform in the new media era and blindly follow the traditional teaching mode, which is very detrimental to the growth of students' English learning ability. Therefore, higher vocational colleges must take measures as soon as possible to strengthen the training of English teachers in the new media era, especially for older and conservative English teachers, to ensure that they can recognize the new changes in English teaching in the new media era and reverse the ideological reluctance of some teachers to accept new methods. In addition, it is also necessary to provide support to some teachers who lack the ability to apply new media tools, help them master the skills of using new media platforms, social software, and online teaching on the Internet, enable them to make substantive breakthroughs in subsequent teaching work, and thereby provide higher quality teaching support to students. Finally, it is also necessary to assess the teachers participating in the training to confirm whether they have seriously participated in the training activities, provide certain rewards to the teachers who have passed the assessment, guide other teachers to better engage in learning, and promote the development of English teaching in vocational colleges in the new media era.

#### **3.2. Adjusting Teaching Methods**

Currently, English teaching in vocational colleges is still mainly conducted in the classroom, where teachers impart knowledge such as English grammar to students. In the new media era, when conducting English teaching innovation, teachers still need to closely focus on classroom teaching, fully utilize the functions of new media technology, enrich classroom content, and create a good classroom atmosphere. In addition, teachers must recognize the important position of students, return the dominant position of the teaching process to students, make students become the dominant players in English learning, and activate the classroom atmosphere through effective classroom games to guide students to generate enthusiasm for English learning. For example, teachers can create scenarios through multimedia devices during the teaching process, prepare pictures, videos, audio, etc. in advance according to the teaching work content, and play them for students during the teaching process, allowing students to quickly enter the content they have learned through these information bridges, which helps to change the past problems of difficult classroom introduction and poor classroom atmosphere (as shown in Figure 1). For another example, teachers can also summarize the key and difficult points of each lesson content, decompose each key and difficult point into several understanding points, and produce them in PPT format. Through

multimedia equipment provided in the classroom, students can play them and make comments as the play progresses, helping students better understand problems that cannot be solved by themselves in English learning, improving the classroom atmosphere of the English discipline, and helping students better achieve learning goals. In addition, English teaching in vocational colleges in the new media era also has the characteristics of personalization and pertinence, that is, teachers must take into account the differences in learning abilities and foundation of different students, adjust the original teaching methods, and propose different learning requirements for students at different levels in order to better achieve English teaching objectives.



Figure 1 Using multimedia images to achieve the introduction of higher vocational English teaching content

### 3.3. Establishing a Micro Classroom

In the era of new media, English teaching in vocational colleges has ushered in new opportunities for development. Various new teaching methods, represented by micro courses, have begun to enter people's vision, and have received recognition and attention in a short period of time. The practical value can be seen. In this situation, English teachers in vocational colleges must introduce the micro class teaching model as soon as possible. This new teaching method can convey English knowledge to students more comprehensively, faster, and more conveniently, allowing students to choose videos to watch anytime and anywhere based on their learning progress and learning needs, fundamentally improving the teaching effect of English knowledge, and enabling students to successfully complete learning tasks with independent learning and teacher assistance. From a practical perspective, there is a significant difference between the new teaching model of micro classroom and the traditional instillation teaching model. It has completely reversed the situation where traditional teaching work focuses on textbooks and requires students to memorize by rote. Students have begun to become the dominant learners, which can reduce the learning pressure of students and ensure the integrity of their English knowledge system. In particular, some English teachers in vocational colleges have recognized the importance of micro classrooms, but due to the lack of high-quality micro video resources, it is not possible to implement the powerful measure of creating micro classrooms in place, and ultimately can only continue to use traditional teaching models. There are also some English teachers in vocational colleges who do not have the experience of teaching through micro classes in the new media era, so they often cannot ensure the effectiveness of the micro class teaching model. In this situation, teaching management personnel in higher vocational colleges must recognize the importance of micro-class teaching. While providing teachers with English micro-video resources, they are required to learn and master the production methods of English micro-video, and continuously improve their ability to use micro-class teaching. Teachers themselves must also adjust their working methods as soon as possible, continuously accumulate experience in micro classroom teaching, record problems encountered in the teaching process, and promptly improve teaching plans, so as to fundamentally play a positive role in micro classroom teaching and ensure the level of English teaching in vocational colleges.

### 3.4. Promoting Group Learning Mode

In the new media era, more and more English teachers in vocational colleges are beginning to try to use information based new media technology for teaching. Teachers establish communication

with students through various new media platforms, and create groups based on classes on WeChat, QQ, and other software to encourage students to discuss English learning issues that they cannot solve in this group. Through this teaching method, students can jointly explore these issues and ultimately obtain accurate answers to difficult questions. After students' autonomous exploration, if there are still knowledge points that cannot be solved and understood, the teacher can record and organize them at any time, and provide unified explanations in subsequent teaching work to help students better grasp some difficulties encountered in English learning and improve their learning effectiveness. In addition, teachers can also divide students into several learning groups based on their learning abilities and classroom attitudes, and arrange group learning tasks for them in the classroom. They are required to complete the tasks within the specified time and send the results in groups to the teacher's QQ or WeChat. In this way, teachers can understand the specific learning situation of each group through the received results. Compared to the past teaching mode of group cooperation in classroom teaching, this new method of submitting cooperative learning results online can obviously effectively improve the efficiency of group cooperative learning, and teachers can also have more time to count and understand the weak points of students' learning, ensuring the quality of English teaching work in vocational colleges.

#### **4. Conclusion**

With the continuous progress of the times and the continuous development of society, the era of new media has quietly arrived and has caused an impact that cannot be ignored in many industries, especially in English teaching in vocational colleges. Therefore, vocational English teachers must quickly recognize the changes that have taken place in English teaching in the new media era, make full use of various new technologies and platforms emerging in the new media era, and ensure the efficiency and quality of English teaching. In addition, teachers also need to adjust their teaching models based on actual situations and constantly explore new teaching methods in the new media era.

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