

Innovation Path on English Teaching Reform in Higher Vocational Education in the New Media Era

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Abstract: According to the relevant theories of new media applied to English teaching, this paper analyzes the advantages of new media in assisting higher vocational English teaching, points out the negative effects of over-reliance on new media in higher vocational English teaching, and proposes new media for the current situation of higher vocational English teaching. The innovative path of English teaching reform in higher vocational colleges: guiding students to actively use new media technology, comprehensively innovating higher vocational English classroom teaching mode, comprehensively innovating higher vocational English teaching evaluation methods, realizing effective combination of interactive media and self-media, relying on new media establish an effective English knowledge resource system, carrying out personalized teaching supported by new media, paying attention to the effective integration of new media and traditional teaching methods, and using new media to extend professional English teaching content.

1. Introduction

Higher vocational education belongs to a kind of professional education based on the high school stage. It is the middle and high level of the vocational education system. The training target is high-level practical talents who work in the front line of production services. The main role of such talents is turning mature technology and management practices into real-world production and services, and engaging in management and application at the front line. Higher vocational English courses are mostly set up under the guidance of *Basic Requirements for English Teaching in Higher Vocational Education*. Non-English majors for general higher education, higher vocational education and adult higher education are convenient to plan the course. It has a strong sense of the time, pays attention to the ability of students to speak, read and write, and develop translation skills. It has a positive effect on improving the comprehensive ability of professional English students.

The new media is based on modern digital information technology, using computer networks, wireless communication networks and satellites as channels, based on wired and wireless transmission methods, providing information services to users through mobile phones, computers and digital TV terminals. New media teaching usually refers to the teaching of classrooms, teachers through the network video or multimedia technology, the teaching knowledge points into short video or animation for students to watch, so that the selected knowledge points more stereoscopic expression, making the rigid curriculum in traditional teaching has become richer. The current vocational English teaching is mainly taught by teachers. The limitations of teaching time and the obsolete teaching methods cannot arouse students' interest. How to apply new media widely in vocational English teaching, continuously improve the quality of English teaching, and meet the needs of the society for English talents, has become a prominent problem to be solved urgently. Continuously deepen teaching reform, give full play to the advantages of new media, advance with the time, innovate and become an effective way to solve these problems.

2. Negative Effect on Over-reliance on New Media in Higher Vocational English Teaching

Negative effects refer to the bad influence or result of a thing relative to positive effects. Higher

vocational English teaching in the new media era, share more information with students and guide students to participate in English learning activities independently. However, in the process of teaching, there is a phenomenon of excessive dependence on new media. If students are not paying attention to the learning status and learning needs of the students, the teachers cannot implement targeted guidance for the students, and the students' interest in learning is limited, which is not conducive to English knowledge learning. The specific responsible effects are reflected in the following aspects:

(1) The load of new media information is too large, which affects students' understanding and digestion of knowledge. In the teaching process, students should be given enough time to think independently, encourage students to ask questions and think about problems, train students' thinking skills and independent problem-solving skills. The large amount of information in new media teaching is the significant advantage. However, there are phenomena of "film and television" and "over-extension". It is easy to produce a focus that is not prominent, and there is too much information. Students can only passively accept lecture content and lack independent thinking processes.

(2) The sensory stimulation of new media teaching resources is too strong, which limits the cultivation of students' abstract thinking ability. The teaching process is to train students to master the knowledge while also cultivating abstract thinking ability. The application of new media technology provides more flexible and rich teaching method and resource space for teaching. However, many new media teaching resources are heavy in form and light in content. Too much pursuit of the appearance of the picture is difficult to express theoretical and logical content, which is not conducive to cultivating students' abstract thinking ability.

(3) The teaching process pays more attention to the effects of new media, and the teaching center is offset. New media is only an aid to the teaching, not the whole teaching. However, many teachers focus on new media and spend a lot of time and energy on the production of new media resources. The teaching content and teaching process are solidified in the form of courseware. The courseware is more like a programmatic electronic lesson plan. Teacher, it only acts as an announcer and commentator, and students and teachers become slaves to new media.

(4) The new media reduces the communication between teachers and students and deviates from the essence of teaching and educating people. The essence of education is "teaching and educating people". Teaching means imparting knowledge and skills. Educating people means caring for and caring for students. In the process of using new media teaching, teachers are full of emotions, swaying, energetic and emotional explanations on the podium, and the disappearance of personalized language expressions. The degree of infection of students is greatly reduced, and the communication between teachers and students is constantly changing, which is replaced by new media screens.

3. Advantage analysis on New Media Assisting Higher Vocational English Teaching

Higher vocational English teaching in the new media environment effectively compensates for the shortcomings of traditional classroom teaching, which helps to broaden students' horizons, enhance their interest in learning, enrich and expand teaching models, improve the quality and efficiency of teaching, and has the following advantages:

(1) New media makes English teaching more expressive. Powerful expressiveness is the typical feature of new media. It integrates multimedia courseware, e-books, Weibo, WeChat, QQ group and forums, which can make the high-level English teaching activities glow with vitality. Compared with traditional teaching, the new media integrates the expressive modern technology elements into the classroom teaching, making students exposed to the multiple sensory experiences that the traditional teaching model not feel, and stimulates the interest and initiative of learning English.

(2) Provide students with a variety of access to information resources. In the practice of vocational English teaching, teachers combine the practical needs of English teaching and student learning to systematically analyze the application of new media technologies, guide teachers to break through the limitations of traditional teaching modes, enhance the vividness and flexibility of

teaching activities, and provide students with free access to the platform of English learning resources, to ensure that students combine their hobbies and professional development needs, carry out targeted learning activities, and effectively improve the learning effect.

(3) New media has promoted the transformation of teaching methods. Traditional students' English learning mainly relies on teaching materials and teachers' explanations. The content of teaching materials can never keep up with the pace of development of the time. The uneven level of teachers has become an important factor restricting English teaching. The application of new media has broadened the content of English teaching in higher vocational schools, which makes students have more opportunities for oral expression and intercultural communication. Teachers can use the new media to guide students to learn, so as to cultivate students' abilities and improve the quality of English teaching.

(4) Help to break through the time and space restrictions of students' English learning. With the help of new media technologies, teachers have strengthened the organic connection between online education and classroom education, breaking through the time and space restrictions of traditional teaching models, ensuring students to participate in English learning activities, querying English resource information, and receiving English education guidance whenever and wherever possible. Deepen students' systematic understanding of English knowledge. Cooperate with the effective integration of online education and offline education, and conduct discussions and exchanges on an equal footing.

(5) New media has expanded the amount of knowledge in English. The new media expands the information storage of English knowledge. In addition to teachers using new media teaching, students can use their new online media tools and platforms to learn independently. Introducing a large number of three-dimensional and visualized English knowledge information on the new media platform into the classroom helps to break through the limitations of traditional textbook content and form, enhance the information volume of English teaching, expand students' knowledge, and improve English teaching efficiency and teaching quality.

4. Innovation Path on English Teaching Reform in Higher Vocational Education in the New Media Era

According to the relevant theories of new media applied to English teaching, aiming at the excessive dependence of new media on the negative effects of new media, in order to give full play to the advantages of new media to assist English teaching in higher vocational schools, participate in relevant research literature, the new media era proposed in this paper, the innovative path of English teaching reform is as follows:

(1) Guide students to actively use new media technologies. Traditionally, WeChat, Weibo, QQ group and smartphones are social tools, sometimes to avoid affecting learning, and even prohibit use in the classroom. In the new media environment, teachers should change their teaching concepts, take advantage of new media with information dissemination advantages, guide students to record key content of the classroom through smart phones, and various educational and teaching activities; and learn about communication through micro-video; after class, use APP client and search engine to search for learning resources related to professional English. Teachers can also create WeChat groups for students in small groups. After class, they can participate in English listening and speaking training through group video communication, and improve the freedom of English listening and speaking training. In addition, teachers can also use the mobile phone QR code function to call name, vote, arrange and submit homework in the classroom.

(2) Comprehensively innovate the English classroom teaching mode of higher vocational education. The teaching mode is a reflection of a certain teaching theory or teaching thought, and it is a teaching behavior norm under the guidance of certain theory. The classroom teaching mode is a teaching method used by teachers in the classroom teaching process for students to learn. Classroom is an important carrier for the implementation of English teaching in higher vocational schools. Based on classroom teaching, the new media technology is used to explore advanced English teaching activities and improve teaching quality. In the process of applying the innovative

teaching mode of new media technology, teachers should pay attention to changing teaching concepts and stimulating students' self-learning awareness, and promote students to complete knowledge learning in a good teaching atmosphere and achieve ideal educational results. Teachers should introduce new media technologies into classroom teaching and explore diverse teaching methods, including situational creation, case analysis, collaborative learning, English contests and debates.

(3) Comprehensively innovate the evaluation method of English teaching in higher vocational schools. Educational evaluation is a kind of value judgment activity, which is a judgment on the extent to which the object meets the needs of the subject. As the most advanced vocational education that is closely related to industrial development, it is necessary to establish a monitoring and evaluation system based on information technology and a quality assurance mechanism for multi-participation and multi-evaluation. Aiming at the various shortcomings of traditional English teaching evaluation, the new media technology innovation evaluation method can highlight the scientific and objective nature of English teaching evaluation in higher vocational education, and realize the comprehensive mastery of students' English learning as an effective enhancement of teaching activities. For example, teachers publish English tests on Weibo or WeChat platforms. With the characteristics of new media platforms, test content can involve "listening, speaking, reading and writing" and other aspects. Teachers analyze test results and learn about students. Overall grasp, complete the teaching feedback activities, and guide students to in-depth study of English knowledge.

(4) Realize the effective combination of interactive media and self-media. Interactive media refers to the interaction between the audience and the media or between the audience and the audience. The media platform is used to achieve an interactive state to realize media communication between people and machines. From the media, it refers to the channels of privatization, popularization, generalization and autonomy, and the use of modernization and electronic means to deliver new media with normative and non-normative information to most unspecified or specific individuals. Establish English interactive media on the vocational campus, let students establish English learning groups in groups, and use the learning tools such as Weibo and WeChat to integrate emerging media to arouse students' enthusiasm for learning English. The combination of interactive media and self-media has brought the distance between teachers and students closer, and solved the problem of inconvenient questioning and answering of teachers. Teachers and students are free to communicate. Students can encounter problems through the network at any time. Students and teachers can have a heated discussion, which has effectively promoted English learning.

(5) Rely on the new media to establish an effective English knowledge resource system. Digital resources are the basis of teaching informationization in the new media era. Effective English learning resources require the joint efforts of all parties. Faced with numerous network resources, teachers need to filter and process resources, organize scattered resources, design a knowledge structure system, and define some topics from multiple perspectives. Each topic covers a detailed knowledge framework structure, which is conducive to students' learning. Programs, students can also learn in a targeted manner with reference to the teacher-defined framework. For important knowledge, students can also save it at any time, and teachers can also send it to students through the public number. The introduction of various elements in teaching, the classroom teaching evolved into a way of blending situational words, which led to students' interest in learning. When they encounter doubts, they can be consulted in the resources selected by the teachers, which can achieve diversified teaching and personalized learning needs.

(6) Carry out personalized teaching supported by new media. Personalized teaching is the teaching of respecting the individuality of the students. The teaching is based on the students' individuality, interests, specialties and needs. What the students need, what the teachers teach, and the students are autonomous learning. Personalized teaching enables students to have more opportunities for independent thinking and practice, improve their quality and develop their potential to promote overall development. The rich new media resources provide a freely selectable

learning space, recommending excellent new media resources to students, and recommending different new media resources to students of different learning levels. Students choose the appropriate learning style and learning content according to their actual situation. English teachers fully take into account the individual differences of learners, realize personalized teaching, improve students' participation, cultivate self-learning ability, and promote the realization of teacher-led and student-centered teaching reform goals.

(7) Pay attention to the effective integration of new media and traditional teaching methods. The entry of new media into classroom-assisted teaching is an inevitable trend in the development of education. In traditional English teaching of vocational education, the teacher's explanation of knowledge points presents a single phenomenon. The integration of new media and traditional teaching mode can make knowledge more abundant. Through human-machine dialogue, teaching and learning are combined, and classroom teaching becomes more and more visual and vivid, and improves the overall quality of students. In the era of economic globalization in which information is rampant, the use of new media technologies is constantly updated. Teachers must follow the pace of the times and continuously improve teaching methods in order to truly improve the quality of teaching and thus promote the continuous improvement of the vocational education reform system. Correct use of new media teaching, enrich students' learning activities, enhance the fun of English learning, and activate the classroom learning atmosphere to create a relaxed and enjoyable learning environment for students.

(8) Use new media to extend the content of vocational English teaching. The optimization and extension of teaching content is the focus of professional English teaching reform and innovation. Continuous optimization of teaching content and continuous extension of teaching resources will significantly improve the quality of professional English training. In the new media environment, relying on new media technologies to extensively collect, screen and apply teaching materials other than textbooks, and extend the content of English teaching. Specifically, the following measures can be taken: the teacher uses the Internet search function, combines the requirements of the syllabus and the training program, searches for related teaching materials, increases the classroom teaching information capacity, stimulates students' interest in learning, activates the English classroom atmosphere, and enhances the learning effect of the students. At present, many vocational colleges have built a complete corpus, which can select excellent materials into the syllabus, extend the teaching content, and guide students to search and read by themselves to expand their horizons and improve their information processing ability and reading comprehension.

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