

# Research on the Construction of Online Courses in Higher Vocational English

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**Abstract:** With the continuous deepening of college English curriculum reform, online courses of vocational college English have become an indispensable learning resource for students both in and out of class. The development of college English online courses not only allows high-quality resources to be shared, but also cultivates students' interest in English learning and enhances their autonomous learning ability. In this paper, the author investigates and analyzes the development and research of English online courses in her college, and then combines with her own example teaching to propose strategies for improving college English online courses and effective utilization strategies.

## 1. Introduction

In the past decade, with the support of relevant national policies, vocational colleges across the country have flourished. Whether it is a public college or a private vocational college, public English is one of the compulsory basic courses. Therefore, the number of people learning public English in higher vocational schools is increasing, and their coverage is getting wider and wider. How to organically integrate higher vocational public English teaching with modern educational technology has been a problem that has been widely concerned by domestic and foreign education experts and scholars in recent years. Therefore, most of vocational colleges are actively developing higher vocational public English online courses, and have also achieved certain results. However, due to technical and faculty reasons, some problems also occurred during the development and construction of the course. For example, the interactivity of network teaching needs to be improved, the construction of teaching software and hardware needs to be strengthened, and the teaching is suitable for the course. The management model and evaluation system need to be improved, etc. Taking *Xinjiang Agricultural Vocational Technical College* as an example, there are more than 10,000 students. There are more than 2,000 students studying public English every academic year. At present, the college is vigorously constructing and developing excellent resource sharing courses. Regardless of content modules, interactive capabilities, structural framework, etc., it has made a leap in stages, but the construction of vocational public English online courses can be said to be blank. Therefore, it is necessary to build a highly interactive public English online course for the purpose of independent study of students. Through the online education platform, the effective organization of teaching activities under the network environment, give full play to the advantages of the network to make up for the traditional teaching model. To realize the sharing of high-quality teaching resources in a true sense.

## 2. Principles for the Construction of English Digital Curriculum Resources in Higher Vocational Education

First, collect extensively and optimize the combination. When constructing English digital curriculum resources, we should pay attention to extensive collection of network resources, and optimize the combination of these resources, and rationally apply them to the teaching process. Second, work together and share resources. In building English digital curriculum resources, we should adhere to the principles of cooperation and resource sharing. The teaching resources developed and owned by a school are limited, and each school uploads and shares its own teaching resources so that it can obtain more high-quality teaching resources. Again, combining with the

times makes sense. When constructing English digital curriculum resources, teachers should use the Internet + platform, grasp the development of the times, and choose resources with educational significance. For example, the teacher can collect some news resources from CCTV, CGTN, China Daily, etc. This not only allows students to understand the news, but also improves students' listening and oral expression skills, can promote students to better grasp the English teaching content, improve the comprehensive quality of English and language application ability.

### **3. The Status Quo of Network Course Construction in Higher Vocational Colleges**

The “Technical Specifications for the Construction of Modern Distance Education Resources” promulgated by the Department of Higher Education of the Ministry of Education pointed out that the online course is “the sum of the teaching content and the implementation of teaching activities of a subject expressed through the network. It includes two components: according to certain Teaching objectives, teaching content organized by teaching strategies, and online education support environment. “Therefore, the online course emphasizes the network environment and course reconstruction. With the improvement of computer technology and the popularization of network technology, the pace of research and development of network teaching technology and teaching resources is accelerating. Network teaching has become an effective means and inevitable trend of education development, and network courses are the most extensive learning in network learning carrier. Checking the literature of domestic research online courses, the development of online courses in undergraduate colleges and elementary and middle schools is more, and the construction of online courses in higher vocational colleges started late, so some problems in the construction of online courses have also appeared, specific performance for the following aspects.

Teachers' ability to build online courses is lacking. Judging from the existing faculty for building online courses, most of the teachers have relatively weak computer skills and lack experience and professional skills in website construction. The design and production of course websites basically requires hiring professional web designers, teachers only Can provide course structure and course materials. The web designer may not know much about those professional courses. In this case, teachers' true teaching intentions, teaching requirements, and teaching methods may not be fully reflected in the design of online courses, resulting in the lack of multiple teaching methods, interactive teaching and other functional modules for online courses. The back-end management and maintenance of online courses is complicated. At present, many online course construction is basically based on dynamic website construction, and information can be modified, added, or deleted through the website background. However, the manifestation of this dynamic website is based on adjusting the content of the website on the originally designed pages, but it cannot change its original structure, such as page layout. The design of the background management platform of the course website is completely different from the page presented at the front desk of the course. The management page in the background is not intuitive enough and the operation is too complicated. If the computer skills of teachers in professional courses are not strong enough, it will cause inconvenience to upload materials, update information in a timely manner, or often make mistakes and other background management and maintenance problems.

The interaction between online teaching and learning is not strong. Ginberg et al. divided the online courses into three generations: the first generation is to provide learners with teaching materials and related materials and links to other related resources through web pages; the second generation is to provide learning materials on the Internet, Learners are also required to conduct asynchronous two-way communication through e-mail, electronic bulletin board, online practice and measurement; in addition to the characteristics of the first and second generations, the third generation also requires online chat rooms, telephone conferences or video conferences The system performs synchronous two-way communication. Through investigation and analysis, it is not difficult to find that many of the online courses in our country are like piggy banks for traditional course content. The teacher instructs only to publish the content and materials of the course to the Internet for display, without systematic teaching design of the course content , And did not deal with and digest knowledge points. Students can only browse the content on the website, and cannot

perform interactive operations such as practice, practice, experiments, and participation in teacher's question-solving on knowledge points. From the above analysis, we can see that many of the online courses that we are already familiar with and often use are actually still the first generation of online courses, but only provide teaching materials and related materials through the web page. After several years of development, some courses have realized the second generation of online courses, that is, interactive discussions and online tests with students in two-way communication. Therefore, what is lacking now is how to further improve functions, improve the quality of existing online teaching resources, and move towards the third generation of online courses.

#### **4. Strategies for the Construction of English Digital Curriculum Resources in Vocational Colleges**

The construction of English digital curriculum resources in higher vocational education should be based on students' interests. Teachers should collect and organize some teaching resources with both pictures and texts for students. For example, some news report resources not only have text information for students to learn, but also provide pictures or videos for students to deepen their understanding of the content of the article. This is much more interesting than simply studying the text in English textbooks. Therefore, when preparing English learning resources for students and enriching the English digital curriculum resource library, teachers can choose more news articles in English newspapers, as well as English program fragments and English soundtrack movies. In addition, teachers can also integrate some necessary English learning materials to make micro-lesson videos and send them to students, which can also reduce the learning burden and pressure on students.

Traditional higher vocational English teaching lacks the characteristics of modularization, systematization, and specialization, and is often presented to students in the form of public courses. If you want to enrich the English learning resource library and let students recognize this learning channel and be willing to learn, you must build a digital English learning resource library in modules. For example, the basic English module and CET4, PRETCO Level A and B review module can be distinguished to provide students with clear learning ideas. The Basic English module is a module developed to help students cope with daily communication and cultivate students' English learning habits. It is the main content in English course teaching. Resources in this area are also relatively easy to collect and organize. CET-4, PRETCO Level A and B review module is mainly to provide students with some exam questions and analysis resources.

In addition to assisting classroom teaching, English digital curriculum resources in vocational colleges can also provide great help for students to learn English by themselves. Like the content of different English modules mentioned above, teachers can use it in the classroom or provide it to students for self-study. Therefore, in the construction of digital vocational English course resources, teachers should pay attention to the development of online self-study and assessment resource content. After guiding students to self-study, teachers can set up an online assessment link in the digital learning platform to allow students to conduct self-assessment at any time. Teachers can also check the assessment of students in the background. If there are major problems in the assessment of the students, the teacher can provide students with learning guidance separately and urge the students to make continuous progress.

In the construction of English digital curriculum resources in higher vocational colleges, teachers are both resource developers, collectors, organizers and resource platform managers. The resource platform management specifically includes user management, security management, and resource review and update management, among which security management is particularly important. There are some invisible risks in the Internet environment. The construction and management of the resource platform can only be carried out by full-time teachers. Other personnel can recommend resources, but they cannot upload resources at will, so as to avoid virus infection in some resources. And downloading brings great inconvenience.

## 5. Conclusion

In summary, in the context of the “Internet +” era, higher vocational colleges should use advanced information technology to reform the traditional English teaching model, and attach great importance to the construction of a digital English teaching resource library represented by multimedia and Internet technology to ensure that every student can enjoy high-quality English education resources. It is necessary to build a digital English learning resource library by building a graphic, video and integrated resource library, build a digital English learning resource library in sub-modules, develop online self-study and evaluation resource content, implement effective management on the digital English resource platform, and carefully build an English digital curriculum resource library to stimulate Students' interest in learning English, expand students' horizons of English learning, and improve students' English listening, speaking, reading, writing, and translation.

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