

A Study on the Blended Learning Model of Public English in Vocational Colleges from the Perspective of New Liberal Arts

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Abstract: Higher vocational education is also an important place for talent cultivation, and compared to undergraduate colleges, vocational colleges cultivate more specialized talents. With the globalization of the economy and cultural diversity, all majors are gradually aligning with international standards. The traditional public English teaching in vocational colleges mainly focuses on offline teaching, resulting in low learning efficiency and quality for students, which is not conducive to their comprehensive development. To meet the requirements of the connotative development of higher education, in foreign language teaching, each school should combine its own characteristics. In the era of "new humanities", there are significant innovations in teaching tools and concepts. Combining students' cognitive patterns and learning levels, laying a solid foundation for public English learning. In text teaching, vocational English teachers focus on explaining word definitions and labeling language points in online courses, providing help for students to understand long and difficult sentences in the text. Under the new humanities, the construction of interdisciplinary and knowledge fusion oriented new humanities must improve political standing, broaden development horizons, and strive to cultivate composite talents that the country urgently needs in the future, thereby providing new impetus for the new era and development.

1. Introduction

With the continuous development of informatization, online education has made great progress in the past ten years. Now, many experts have clearly realized that the mixed teaching mode formed by integrating online learning on the basis of traditional classroom teaching will become the inevitable trend of future education development. This teaching mode will effectively make up for the defects of traditional teaching mode and also help to optimize and integrate educational resources [1-2]. Higher vocational education is also an important place to cultivate talents. Compared with undergraduate colleges, the talents cultivated in higher vocational colleges are more professional[3]. The construction of new liberal arts under the guidance of interdisciplinary and knowledge integration must improve the political position, broaden the development horizon, and strive to cultivate the compound talents urgently needed by the country in the future, thus providing new impetus for the new era and new development. With the economic globalization and cultural diversification, all majors are gradually in line with international standards. Under the background of "new liberal arts", college foreign language education should not only help learners learn the knowledge of industry, agriculture and medicine well, but also mold them into "scientists, agronomists, doctors or engineers with culture, feelings, responsibility, courage and innovation" [4]. The score is used as a part of their usual grades, and the classroom focuses on explaining the content that students do not master well. Combining the critical thinking process with the presentation process, leaving blank spaces in classroom teaching allows students to think independently and cultivate their critical thinking and critical thinking abilities. In the "new liberal arts" era, there are great innovations in teaching tools and teaching concepts, and teachers in higher vocational colleges can introduce blended learning mode into public English teaching[5].

2. Teaching philosophy

The blended learning mode mainly refers to a learning mode that integrates traditional learning and information-based learning. On the basis of traditional teachers' offline explanations, organizing students to use information technology for online self-directed learning can effectively cultivate students' self-directed learning ability, and contribute to the improvement of English teaching level and learning effectiveness in vocational colleges[6]. The blended teaching model of college English embodies the teaching philosophy of "teacher led and student centered". Through exploratory and cooperative activities, students are guided to actively think and practice, and through the explanation of new knowledge, cultural points, and learning strategies, students are helped to master the correct learning methods, so that teaching activities can truly transform from "teaching" to "learning"[7]. Teachers should guide students to discern multiple perspectives, compare different cultures, and think deeply about problems, so that they can become composite international foreign language talents with a sense of social responsibility, international perspective, and innovative spirit. In students' learning, there is a lack of planning for the application of learning tools, which leads to ineffective utilization of information-based learning resources and difficulty in effectively connecting them with offline classroom learning, which is not conducive to the effective implementation of blended learning mode [8]. The construction of new liberal arts under the guidance of interdisciplinary and knowledge integration must improve the political position, broaden the development horizon, and strive to cultivate the compound talents urgently needed by the country in the future, thus providing new impetus for the new era and new development. In the "new liberal arts" era, there are great innovations in teaching tools and teaching concepts, and teachers in higher vocational colleges can introduce blended learning mode into public English teaching. Using a blended teaching model, advocating for students' autonomous learning, the teacher's positioning is to organize, guide, provide guidance, and answer questions. In this situation, students can use network devices to raise questions in autonomous learning at any time. The main task of teachers is to patiently answer the questions that students encounter in autonomous learning while ensuring the achievement of teaching objectives. A comprehensive work system and smooth operation mechanism for educating people form a grand pattern of "three comprehensive education".

3. Research on Blended Learning Mode of Public English in Higher Vocational Colleges from the Perspective of New Liberal Arts

3.1. Three-dimensional teaching

This article attempts to conduct a study on the blended learning mode of public English in vocational colleges from the perspective of new liberal arts. The new liberal arts is an innovative development of liberal arts education, cultivating new era liberal arts talents who know China, love China, and serve as adults for national rejuvenation. Foreign language education from the perspective of new liberal arts aims to lay a solid foundation in language, broaden knowledge of literature and history, attach importance to ability cultivation, improve innovative thinking ability, and enhance problem-solving ability. Combining with college English teaching practice, an online and offline blended deep learning model centered on "learning" can be constructed, aiming to promote the joint development of students' cognitive, interpersonal, and self dimensions, as shown in Figure 1.

Teachers use online teaching platforms to arrange preview content in advance. During classroom teaching, the preview content is checked and scored based on students' mastery. The score is used as a part of their usual grades, and the classroom focuses on explaining the content that students do not master well. Combining the critical thinking process with the presentation process, leaving blank spaces in classroom teaching allows students to think independently and cultivate their critical thinking and critical thinking abilities[9]. Combining students' cognitive patterns and learning levels, laying a solid foundation for public English learning. In text teaching, vocational English teachers focus on explaining word definitions and labeling language points in online courses, providing help for students to understand long and difficult sentences in the text. At the

same time, vocational English teachers have arranged key vocabulary exercises and reading comprehension questions in online courses to help students consolidate their knowledge of autonomous learning and lay a solid foundation for classroom learning. Provide students with the opportunity to showcase themselves in the classroom from the perspective of the new liberal arts, allowing them to fully understand themselves, enhance their confidence, enhance their participation, make the classroom "lively", make students "busy", and make teaching "dynamic".

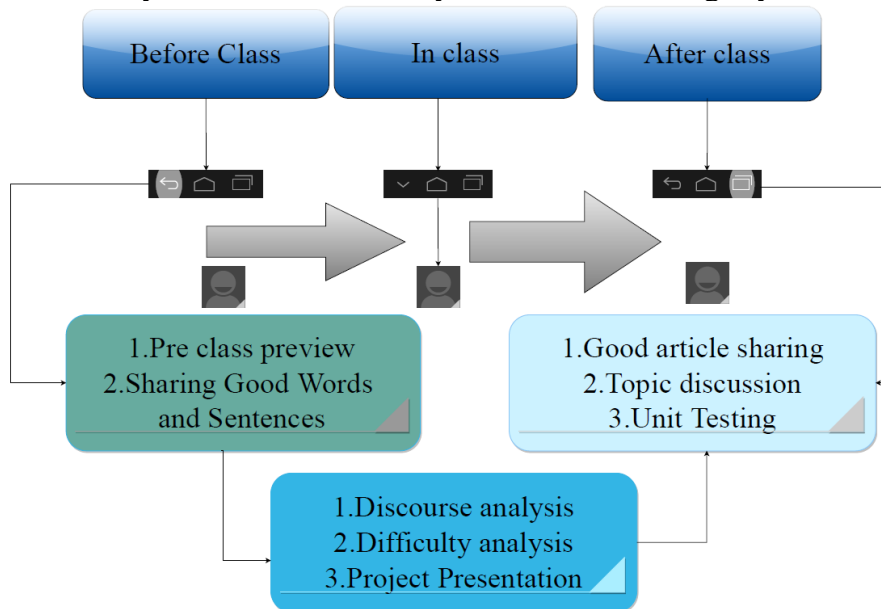


Figure 1 Blended Learning Model of College English in the Context of New Liberal Arts

3.2. Extended teaching mode

In addition to imparting knowledge in class, teachers should let students broaden their horizons, understand the world outside the campus, and make full and correct use of the network to learn knowledge outside the classroom through the use of modern educational technology from the perspective of new liberal arts. The new liberal arts is characterized by discipline reorganization, intersection of arts and sciences, new orientation, new integration and new training, more emphasis on interdisciplinary integration, more emphasis on practical training of talents, and attention should be paid to the training of compound talents. The construction of new liberal arts under the guidance of interdisciplinary and knowledge integration must improve the political position, broaden the development horizon, and strive to cultivate the compound talents urgently needed by the country in the future, thus providing new impetus for the new era and new development. In the "new liberal arts" era, there are great innovations in teaching tools and teaching concepts need to organize students to complete online tests after the online classroom study, to help students internalize English knowledge and cultivate their English application ability. Commonly used online testing methods include sentence imitation, classic sentence follow-up and other special training, which can cultivate students' English literacy in a targeted manner. Students refer to the mutual evaluation form and self-evaluation form formulated by teachers and students to evaluate the performance of the display team members in the form of group discussion, and then publicly express their evaluation of the display team in front of classmates. The main task of teachers is to patiently answer the questions that students encounter in autonomous learning while ensuring the achievement of teaching objectives. A comprehensive work system and smooth operation mechanism for educating people form a grand pattern of "three comprehensive education". Encourage students to adopt the evaluation style of promoting first and then restraining, and put forward constructive suggestions for improvement. Educating people is the most important thing, and cultivating high-quality talents to meet the requirements of modernization. Teachers should cultivate compound foreign language talents with sound personality, who can shoulder the heavy responsibility of the times and have an international vision.

3.3. Teaching reform

Make full use of modern educational technology, change the traditional "full-hall irrigation" teaching method, organically combine online and offline, and deeply practice the "trinity" teaching mode of knowledge imparting, ability training and value shaping, so as to make classroom teaching truly "live". Many old teachers have always believed that the main task of teachers is to "preach, teach and dispel doubts", and it is an irresponsible behavior not to impart new knowledge to students in class. They question the new classroom model and think that the classroom with student activities as the main body seems to be bustling, but students have not learned the "real thing". In fact, this idea is biased, mainly due to the narrow understanding of learning. In the era of "new humanities", there are significant innovations in teaching tools and concepts. Under the new humanities, the construction of interdisciplinary and knowledge fusion oriented new humanities must improve political standing, broaden development horizons, and strive to cultivate composite talents that the country urgently needs in the future, thereby providing new impetus for the new era and development. In this regard, under the background of "new liberal arts", this paper should cultivate liberal arts talents in the new era who know China, love China and act as adults for national rejuvenation. To meet the requirements of the connotative development of higher education, in foreign language teaching, each school should combine its own characteristics, practice the "trinity" teaching mode of imparting knowledge, cultivating ability and shaping value, and pay attention to the cultivation of knowledge, ability, quality and personality. Cultivate compound talents with "foreign language skills and professional knowledge", change the current situation of "knowing majors but not English", improve learners' international vision, practice cultural self-confidence and promote China culture to go abroad. Rich English learning resources can provide students with a lot of language input materials, and other social media on the Internet can also provide a real and natural language environment for students' language output. However, through the questionnaire survey, we know that most students do not make full use of their mobile terminals to carry out active and effective English learning. Comprehensive application of written examination, oral examination, non-standard answer examination and other forms, scientifically determine the proportion of classroom question and answer, academic papers, research reports, homework evaluation, periodic tests and other processes, and comprehensively assess students' mastery and application of knowledge, so as to assist teaching and promote learning through examination.

4. Conclusions

The blended teaching mode is an inevitable choice for public English education to adapt to the development of modern information technology. Students' online active learning must be consistent with their offline teaching objectives, and the three links before, during, and after class must be closely linked and coordinated to fully leverage the advantages of blended teaching. In the "new liberal arts" era, there are great innovations in teaching tools and teaching concepts, and teachers in higher vocational colleges can introduce blended learning mode into public English teaching. Using a blended teaching model, advocating for students' autonomous learning, the teacher's positioning is to organize, guide, provide guidance, and answer questions. In this situation, students can use network devices to raise questions in autonomous learning at any time. Through exploratory and cooperative activities, students are guided to actively think and practice, and through the explanation of new knowledge, cultural points, and learning strategies, students are helped to master the correct learning methods, so that teaching activities can truly transform from "teaching" to "learning". This article attempts to study the blended learning mode of public English in vocational colleges from the perspective of new liberal arts. Through innovation in learning content and methods, media can stimulate students' learning motivation, trigger deep learning, and promote deep changes in foreign language teaching, creating a better learning environment for autonomous learning, cross disciplinary learning, and research-based learning. The New Liberal Arts provides technical conditions and guarantees for blended learning, which can meet students' personalized

online learning needs and also provide convenience for teachers' offline teaching management. It has great potential in future teaching reform practices.

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