Digital Reconstruction and Teaching Model Innovation of Public English Course in Higher Vocational Education by Integrating Traditional Cultural Elements

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Abstract: This article focuses on the field of public English teaching in higher vocational colleges (HVC), aiming at exploring the digital reconstruction of courses and the innovation path of teaching models that integrate traditional cultural elements. This article deeply analyzes the current situation of public English courses in HVC, and discusses the significance of the integration of traditional cultural elements and the digital reconstruction of courses. The research puts forward that the curriculum objectives should be adjusted to digital orientation, the curriculum content should be digitally integrated and innovated, and the digital teaching platform should be reasonably selected and used. Furthermore, innovative teaching modes such as online and offline hybrid, project-based, and personalized adaptation should be explored to enhance educational effectiveness. The results show that these strategies and models are helpful to enrich the teaching content and enhance students' interest and participation in learning. Finally, it is concluded that the digital reconstruction and teaching mode innovation of higher vocational public English courses with traditional cultural elements can effectively improve the teaching quality, enhance students' English ability and cultural literacy, and provide a useful reference for the reform of English education.

1. Introduction

Under the background of globalization and multicultural interaction, English, as an important tool of international communication, plays an indispensable role in the higher vocational education system [1]. Public English course in HVC not only undertakes the task of cultivating students' language application ability, but also shoulders the mission of improving students' comprehensive quality and helping them adapt to future career development [2]. However, the current public English teaching in HVC generally pays too much attention to language skills training and ignores the transmission of cultural connotation, especially the integration of traditional cultural elements is obviously insufficient [3].

Chinese excellent traditional culture has a long history, extensive and profound, and contains rich wisdom and value [4]. Integrating traditional cultural elements into public English courses in HVC can broaden students' cultural horizons, enhance their sense of identity and pride in local culture, and cultivate their intercultural communication skills, so that students can not only skillfully use English in international communication, but also spread Chinese excellent culture with confidence [5-6]. This will also help to enrich English teaching content, inject new vitality into traditional teaching and improve teaching quality and effect.

Digitalization of education has become an irresistible trend. The digital reconstruction of public English courses in HVC provides a broad space for the integration and sharing of teaching resources and the innovation of teaching methods [7]. Through digital means, we can break through the limitation of traditional teaching in time and space, meet students' individualized learning needs and improve teaching efficiency.

Under this background, it is of great practical significance to carry out the research on the digital reconstruction and teaching mode innovation of public English courses in HVC which integrate traditional cultural elements. It not only conforms to the new requirements of the times for talent training, but also is an inevitable choice to promote the teaching reform of English education in HVC and improve the educational quality. The purpose of this study is to explore how to effectively

realize the integration and innovation of the two, and to provide useful reference for the development of public English teaching in HVC.

2. The key to integrating traditional culture into vocational English courses

The key to the integration of public English courses and traditional cultural elements in HVC lies in accurately positioning the value of integration, effectively coping with the challenges faced and following scientific principles.

The value of integration is reflected in many aspects. From the perspective of cultural inheritance, higher vocational students, as builders of the future society, have the responsibility to inherit and carry forward traditional culture [8]. By integrating traditional cultural elements into English courses, students can spread local culture with the international common language as the carrier. From the perspective of language learning, culture and language are closely linked. Rich traditional cultural materials can provide more background knowledge for English learning and deepen students' understanding and application of language. From the perspective of professional quality training, it is helpful to improve students' intercultural communication ability and meet the needs of communicating with people from different cultural backgrounds in future career development. However, the integration process faces many challenges. Cultural differences are the primary problem. There are significant differences between Chinese and western cultures in ways of thinking and values, and students may have deviations in understanding and expression [9]. The coordination of the curriculum system is also a key issue. How to arrange the traditional cultural content reasonably within the limited class hours without affecting the original English teaching progress and objectives is an urgent contradiction [10]. In addition, teachers' cultural literacy and teaching ability are also very important. Teachers need to have profound traditional cultural heritage and cross-cultural teaching ability in order to effectively guide students' learning.

In order to meet these challenges, integration should follow certain principles. The first is the principle of moderation. The traditional cultural elements should be closely combined with the English teaching content, and the quantity and difficulty should be moderate to avoid usurping the host's role. Secondly, it is the principle of systematization, in which traditional cultural elements should be systematically integrated into the curriculum system, and the teaching objectives, contents and evaluation should be reflected accordingly. Finally, the principle of interest, through a variety of teaching methods and means, to stimulate students' interest, so that students can realize the dual learning of culture and language in a relaxed and happy atmosphere.

3. Digital reconstruction strategy of public English courses

3.1 Digital orientation of curriculum objectives

The traditional goal of public English course in HVC focuses on the cultivation of language knowledge and skills. In the digital age, it is necessary to integrate the requirements of digital literacy and autonomous learning ability. The course goal should be clear that students should not only master the basic knowledge of English, but also be able to learn, communicate and cooperate efficiently with the help of digital tools. For example, it is set that students should have the ability to solve language problems in learning by using online dictionaries, translation software and other tools, as well as the cross-cultural communication goal of simple communication with international friends through online platforms.

3.2 Digital integration of curriculum content

Digitize the content of traditional paper textbooks and transform it into a form that can be easily browsed and interacted on electronic devices. Furthermore, it supplements a large number of digital English learning materials that are in line with the times, such as English news, popular film and television dramas, and academic frontier articles. Taking news materials as an example, teachers can regularly select current news from well-known foreign media websites such as BBC and CNN, and sort them according to difficulty and theme for students to learn independently. These resources

can not only expose students to authentic English expressions, but also broaden their international horizons. Educational institutions should make full use of multimedia technology to develop rich teaching resources such as audio, video, and animation. For example, they should create English pronunciation teaching animations to enable students to master pronunciation skills more intuitively through vivid animated demonstrations; they should also record English explanation videos related to traditional culture, incorporating beautiful visuals and engaging narratives, to enhance students' understanding of traditional culture and improve their English expression abilities. Table 1 shows the development of multimedia resources more clearly.

Table 1 Examples of Multimedia Teaching Resource Development

Resource Type	Theme Content	Application Scenarios	Expected Effects
Audio	Recitation of Classic English Poems	Oral Imitation Practice, Listening Training	Improve pronunciation and intonation, cultivate a sense of language
Video	Introduction to Chinese Traditional Festivals	Cultural Knowledge Explanation	Enhance English expression ability regarding traditional culture
Animation	Explanation of English Grammar Knowledge	Grammar Learning	Visualize abstract grammar knowledge for easier understanding

Students can choose their own learning modules and paths according to their own needs and interests. For example, a "Tourism English module" is set up, which includes tourist attractions introduction, hotel reservation, transportation and other sub-modules. Students can not only study systematically, but also carry out targeted intensive training for their own weak links.

3.3 Selection and application of digital teaching platform

Platform function adaptation: choose a digital platform with comprehensive functions and suitable for English teaching in HVC. The platform should have basic functions such as course resource management, online testing and interactive communication. Superstar Learning Link, Wisdom Tree and other platforms can not only enable teachers to upload and manage teaching resources, but also facilitate students to study online, submit homework and participate in discussions.

Personalized platform setting: According to students' learning progress, study habits and other data, provide students with personalized learning paths and recommended resources. By analyzing students' performance in vocabulary test, the platform pushes targeted vocabulary learning courses and exercises for students with weak vocabulary.

Normalization of platform use: Teachers should guide students to form the habit of learning by using digital platform and integrate platform learning into daily teaching process. Online preview tasks should be arranged so that students can watch teaching videos and complete simple tests on the platform; online group cooperation projects should be carried out, and discussion and presentation of the results should be facilitated through the platform.

4. Innovation of teaching mode based on digital reconstruction

4.1 Mixed teaching mode

The online and offline mixed teaching mode fully integrates the advantages of digital resources and the advantages of traditional classroom face-to-face teaching. In the online part, students can take advantage of the fragmentation time to learn the course content independently through the digital platform, such as watching English pronunciation explanation videos and completing vocabulary grammar online exercises. Teachers can understand students' learning progress and weak links according to background data, and provide accurate guidance for offline teaching. In the

offline class, teachers focus on the difficulties of students' online learning, organize group discussions, role-playing and other interactive activities to improve students' language application ability and teamwork ability. Figure 1 better shows the implementation process of online and offline mixed teaching mode.
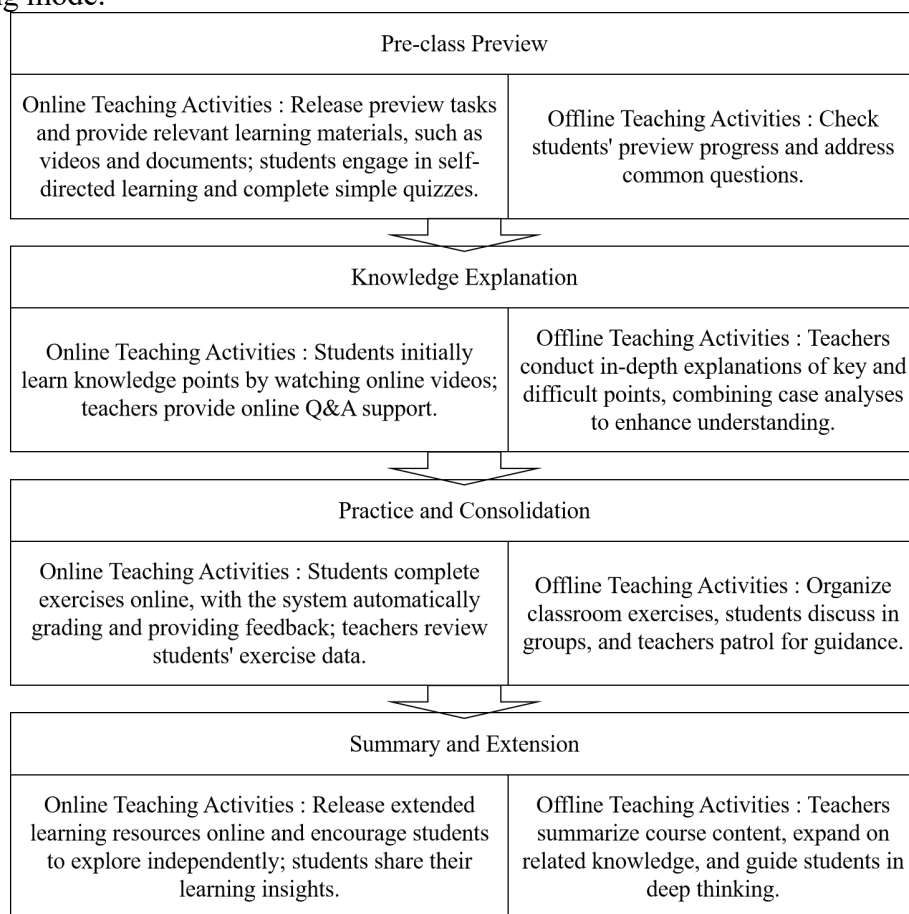
Pre-class Preview	
Online Teaching Activities : Release preview tasks and provide relevant learning materials, such as videos and documents; students engage in self-directed learning and complete simple quizzes.	Offline Teaching Activities : Check students' preview progress and address common questions.

Knowledge Explanation	
Online Teaching Activities : Students initially learn knowledge points by watching online videos; teachers provide online Q&A support.	Offline Teaching Activities : Teachers conduct in-depth explanations of key and difficult points, combining case analyses to enhance understanding.

Practice and Consolidation	
Online Teaching Activities : Students complete exercises online, with the system automatically grading and providing feedback; teachers review students' exercise data.	Offline Teaching Activities : Organize classroom exercises, students discuss in groups, and teachers patrol for guidance.

Summary and Extension	
Online Teaching Activities : Release extended learning resources online and encourage students to explore independently; students share their learning insights.	Offline Teaching Activities : Teachers summarize course content, expand on related knowledge, and guide students in deep thinking.

Figure 1 Implementation process of mixed teaching mode

4.2 Project teaching mode

Project-based teaching mode is driven by actual projects, which enables students to improve their comprehensive English application ability in the process of completing projects. In public English teaching in HVC, we can design projects related to students' majors or close to real life. For students majoring in tourism management, a project can be designed to create local tourist routes for foreign tourists and explain them in English. Students in groups complete the planning of tourist routes through online data collection and field trips, and make PPT and videos in English.

In the process of project-based teaching, teachers play the role of instructors, guiding students to define project objectives and make plans, and providing necessary technical support and language guidance in the process of project implementation. After the project, students should be organized to present and report their results, and evaluations should be conducted jointly by other student groups and teachers.

4.3 Adaptive learning mode

Digital reconstruction provides the possibility for the realization of personalized adaptive learning mode. With the help of intelligent teaching platform, the system can analyze students' learning style and knowledge mastery according to students' learning behavior data, such as learning time, answering questions and error types, and tailor personalized learning path and learning content for each student. For students with weak English foundation, the system automatically pushes basic grammar and vocabulary strengthening courses; For students with good foundation, it provides more challenging academic English or business English content.

Through the above innovative teaching mode, give full play to the advantages of digital reconstruction, stimulate students' learning enthusiasm and initiative, cultivate students' autonomous learning ability, teamwork ability and innovative thinking ability, and lay a solid foundation for students' future career development and lifelong learning.

5. Conclusions

This study focuses on the digital reconstruction and teaching mode innovation of public English courses in HVC, which integrates traditional cultural elements, and has achieved a series of practical guiding results.

In the reconstruction of digital curriculum, it is clear that the curriculum objectives should be adjusted to digital orientation, so that students can not only master English knowledge and skills, but also have the ability to learn and communicate with digital tools. Through the digital integration and innovation of course content, the upgrading of text resources, the development and utilization of multimedia resources and the construction of digital course content system are realized, which enriches teaching materials, breaks the traditional linear structure and meets the individualized learning needs of students. Furthermore, the digital teaching platform is reasonably selected and used to realize functional adaptation, personalized setting and normal use, which provides strong support for teaching.

In the innovation of teaching mode, the online and offline mixed, project-based, personalized adaptive and other teaching modes have given full play to the advantages of digital reconstruction. Online and offline mixed teaching combines online autonomous learning and offline interactive guidance to improve students' learning effect. Project-based teaching is driven by actual projects, which trains students' comprehensive English application ability. Personalized adaptive learning mode provides customized learning path according to student data, which improves learning efficiency and interest.

To sum up, the digital reconstruction and teaching mode innovation of public English courses in HVC, which integrate traditional cultural elements, effectively solve the problems existing in traditional teaching, improve the teaching quality, and enhance students' English ability and cultural literacy, which is of great value to promoting the reform of English education in HVC. With the continuous development of information technology, we should continue to explore more effective ways of integration and innovation to meet the needs of the times for the training of higher vocational talents.

Acknowledgments

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