Analysis of Higher Vocational English Teaching Behavior Integrating Network Information Teaching

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Abstract. With the continuous development of computer technology, we have entered the "Internet +" era. The "Internet +" era provides an advantage platform for vocational English teaching. The network information of English teaching has stimulated students' interest in learning. Teachers should recognize the important role of English network information teaching and improve the effectiveness of English teaching in higher vocational schools. This paper analyses the important role of "Internet +" era network information teaching in vocational English teaching, and puts forward the network information teaching strategy of higher vocational English in the context of "Internet + era, hoping to give reference and reference for vocational English teaching.

Keywords: Informatization Teaching, Vocational English, Teaching Behaviour, Network Information

1. Introduction

With the rapid development of science and technology, we have entered the "Internet +" era. Artificial intelligence, cloud computing, big data and other information technology have had a profound impact on the development of China's higher vocational education[1]. In April 2018, the Ministry of Education promulgated the “Education Informatization 2.0 Action Plan”, which led to the promotion of the upgrade of education informatization, the renewal of educational concepts and the transformation of educational models. At present, public English has become an important humanistic quality course in higher vocational colleges. However, the original cramming English teaching can’t adapt to the current trend of rapid development of information technology. How to combine informatization with vocational English teaching in the English classroom, the use of information technology to design teaching, optimize the teaching process, achieve the goal of talent training, and become a topic of concern for education experts and English teachers in higher vocational schools[2].

2. The status quo of English information teaching in higher vocational schools

2.1. Lack of correct understanding, teaching philosophy behind

Under the background of quality education, some English teachers in higher vocational colleges lack
correct understanding of informatization teaching. There is no multi-angle objective analysis of the specific requirements and connotations of informatization teaching. Scientific transformation of traditional teaching concepts, teaching concepts are backward and cannot be scientific. Guide English information classroom teaching, do not pay attention to students as the center, students are in a passive learning state, participation in English classroom teaching is not high, English learning effect and quality is not high. (see figure 1)

![Figure 1. Multimedia utilization of vocational English teaching](image)

2.2. Unreasonable arrangement of teaching content, unscientific use of teaching resources

In the course of English classroom teaching, some English teachers in higher vocational colleges do not have a correct interpretation of informational education in the context of quality education. There is no comprehensive and objective analysis of the personality characteristics and cognitive structure of higher vocational college students. Grasping the difficulty and knowledge of the English course, scientifically arranging the teaching content, simplification of the teaching content, difficulty in discomfort, not conducive to the scientific development of English information classroom teaching, the advantages of informational teaching can not be fully exerted[3]. At the same time, under the role of information-based teaching, English teaching resources are diversified, which is reflected in many aspects, but some English teachers do not choose to apply it to English classroom teaching, which is not consistent with the content of English chapter teaching. English classroom teaching content is complicated. The difficulty in teaching content is vague, which is not conducive to students effectively breaking through the key and difficult points of English teaching. The goal of English informatization teaching cannot be achieved smoothly. (see figure 2)
2.3. Teaching methods are unreasonable and do not pay attention to practical teaching

In the process of English teaching, some English teachers in higher vocational colleges still apply the traditional teaching method of full house irrigation to informatization teaching, which does not meet the objective requirements of informatization teaching, and the simplification of teaching methods is not conducive to the cultivation of students' independent inquiry ability. Some English teachers did not integrate the layered teaching method and the group cooperative learning method into the informatization teaching. They did not pay attention to practical teaching and focused on the teaching of English theory, which led to the separation of theory and practice teaching, which was not conducive to students. Applying the mastery of theoretical knowledge to practice, affecting the improvement of English comprehensive practice ability$^{[4,5]}$.

2.4. Teacher's information teaching ability needs to be improved

In the process of informatization teaching, English teachers in higher vocational colleges have been proposed new higher requirements, especially in informational teaching ability. This is because the efficiency and quality of English informatization teaching and the informatization of English teachers have been closely linked. Some higher vocational colleges do not realize the importance of the improvement of English teachers' informatization teaching ability. They do not scientifically arrange English teacher training and information teaching ability according to the requirements of informatization teaching and the information teaching ability of English teachers. There are few trainings in the field, and the ability of teachers' information resources development and information teaching evaluation needs to be improved. It is impossible to apply modern information technology to English information classroom teaching. The design of English information teaching is unscientific, and the level of English information teaching is not high.

3. Exploration of English Informatization Teaching Practice in Higher Vocational Colleges

The author takes the fourth module of the first part of the school's public English, Concept of Time and Punctuality, the first teaching unit, making reservations according to the timetables of flights and trains, and explores the construction of English informatization teaching design.

3.1. Teaching Analysis

Teaching analysis includes analysis of teaching materials, academic conditions, teaching objectives, and teaching difficulties. According to the "Basic Requirements for the Teaching of English Courses in Higher Vocational Education", English teaching follows the principle of "practicality and sufficient use", focusing on improving the application ability of English language. Through the study of the two lessons in this lesson, students' English communication skills in the ticket reservation situation will be improved. This class is designed for first-year students in the electrical automation profession. The questionnaires issued by the mobile teaching platform show that they have little control over the vocabulary and sentence patterns associated with booking tickets, and the oral booking of tickets indicates tension. However, they are happy to use modern information technology to learn English and are eager to improve their English communication skills$^{[6]}$. According to the requirements of the English Teaching Curriculum Outline and the teaching content, this course has established three-dimensional teaching objectives of knowledge, ability and quality. The goal of knowledge is to grasp the relevant words and common sentence patterns of ticket reservations; the ability goal is to be able to use the common sentence patterns to engage in the communication activities of booking tickets; the quality goal is to cultivate the courage and confidence of foreign-related communication. In this lesson, we will grasp the relevant vocabulary and common sentence patterns of ticket reservation as the focus of teaching; master the pronunciation and intonation of words and sentence patterns and the process of booking tickets as a difficult point of teaching.
3.2. Teaching strategies
Teaching strategies are the teaching measures taken to accomplish specific teaching goals. In this lesson, we adopt a hybrid teaching method that combines scenarios, self-learning, role-playing, and group discussion to break through the difficult points of teaching.

3.3. Implementation process
This teaching design is mainly composed of three stages: pre-class preparation, class implementation, and after-school development. Pre-class preparation: Students can watch micro-videos through the mobile teaching platform and arrange pre-course task orders. The student completes the pre-course task list through the mobile APP, and leaves the obscure words in the discussion area, the teacher views the message, and initially solves the student's problem. Implementation in class:

(1) Course introduction. The teacher instructs the students to watch the animated video on the teaching platform and proposes the task of guiding the implementation of this class: How to successfully book the ticket in English?

(2) The word is crucial. According to the completion of the student's pre-class task list, the team will study the vocabulary. The teacher publishes the word mission and sees who is the first to complete the mission. Then the teacher explained the words that are not strong, and the teacher “expanded the words” to deepen and expand the word learning. This activity solved the teaching focus of the vocabulary related to ticket reservation.

(3) Doing middle school training. Using intelligent interactive software, students listen and say that students constantly adjust according to their pronunciation, and leave difficult words to leave a message in the discussion forum of the teaching platform. Subsequently, the students completed oral English through dialogues and repeated drills to reflect the teaching philosophy of “doing middle school and learning in school”, thus mastering the relevant sentence patterns of ticket reservation and solving the second teaching focus.

4. Conclusion
All in all, under the background of quality education, the importance of English network information teaching reform in higher vocational colleges is self-evident. Higher vocational colleges should analyse the problems existing in English network information teaching in an all-round way, optimize and improve equipment and facilities. Regularly carry out diversified English practice activities to continuously improve teachers' network information teaching ability. English teachers in higher vocational colleges should reform the teaching philosophy and teaching objectives according to the reform of English network information teaching, scientifically arrange the teaching content, pay attention to the integration of theory and practice teaching, etc., so as to continuously promote the reform of English network information teaching in higher vocational colleges. Process, optimize the training objectives and direction of professional talents, and improve the level of English network information teaching.

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