

Research on the Integration of Micro Lesson and English Teaching in Higher Vocational Colleges under the Background of Informationization

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Abstract: Under the background of information age, the development of science and technology brings new opportunities to education, and the birth of micro-course teaching mode has an important impact on English teaching in Higher Vocational colleges. Because of its high efficiency and flexibility, micro-course makes up for the shortcomings of traditional teaching mode. As a supplement to English teaching in Higher Vocational colleges, it not only helps to improve students' learning enthusiasm, but also helps to improve teaching level and teaching effect. Micro-course teaching mode conforms to the needs of the times and is also the product of the times. As an important carrier to improve the level of information-based English teaching in Higher Vocational colleges, improving the quality of micro-course teaching is a long-term task for Higher Vocational Colleges and teachers.

Keywords: Informationization; micro class; higher vocational English teaching.

1. INTRODUCTION

With the development of economy and the improvement of people's living standard in our country, people from all walks of life pay more and more attention to the cause of Higher Vocational education, especially in the field of English micro-course teaching under the information environment. Micro teaching is an important embodiment of the improvement of teaching thought and the improvement of teaching ability. As an information-based teaching method, micro-course can get rid of the drawbacks of traditional teaching mode and make active exploration for the sustainable development of education. For vocational colleges with vocational ability training as the main educational goal, English teaching is not only limited to improving students' knowledge level, but more importantly, through language learning to promote and improve students' vocational ability structure, providing a new way for students' professional quality development. Therefore, how to better apply the micro-course teaching method in English teaching in higher vocational colleges is one of the key work of staff in related fields [1].

2. THE LEARNING CHARACTERISTICS OF ENGLISH STUDENTS IN HIGHER VOCATIONAL COLLEGES UNDER THE BACKGROUND OF INFORMATION AGE

In the environment of the continuous progress of modern education, students can access a wide range of teaching resources, the presentation of learning content is also diverse, at the same time, the explosion of various information consulting, but also a great impact on the atmosphere in which students concentrate on learning. Traditional teaching methods have been unable to meet the students 'demands for knowledge and knowledge presentation. The development of modern educational technology has greatly expanded the changes of teaching forms and teaching contents, especially in English learning. Therefore, compared with traditional teaching methods, higher vocational English students' learning under the background of information technology, higher vocational English students present some new characteristics.

2.1 The enthusiasm of classroom learning is poor

After the college entrance examination, students enter the new environment of Higher Vocational education, learning enthusiasm generally declined, there is no competitive environment in Higher Vocational education, graduation pressure is small, many students indulge in the network, not intentional to study, but will not seriously listen to the teachers in the classroom spout eloquent speeches . Even if we listen carefully in class, we seldom spend time learning English after class. Therefore, it is difficult to improve the level of English teaching in Higher Vocational colleges [2].

2.2 Extra-curricular learning resources are abundant

On the one hand, under the background of this information age, learning resources are very rich and difficult to obtain. On the other hand, the smartphone ownership rate of vocational students is almost 100%, some students should have tablets or notebooks, most of their spare time online, and so the difficulty of access to online learning resources is lower. Moreover, English courses for vocational college students can be seen everywhere. Among the numerous learning resources, students can choose the content and time of learning completely and independently, which is not affected by teachers 'teaching. Therefore, students do not care how much they learn in class.

2.3 Fragmentation and mobile learning mode

Fragmentation learning refers to the fragmentation of learning content or learning time so that students can learn fragmentation of learning content. The fragmentation of knowledge itself does not bring learning advantages, but if the fragmented knowledge content can be effectively used, it will be very valuable learning. Fragmentation learning is characterized by higher flexibility, more targeted and higher attraction. Mobile learning is a learning method that crosses geographical restrictions and makes full use of portable technology. Mobile learning is arbitrary in learning place, time and content. Mobile learning is not the main learning method of learners. So mobile learning mainly appears in informal situations. But in terms of its function, mobile learning can partly replace formal classroom knowledge, and can also

broaden learners' vision and broaden the scope of learning, increase the content of knowledge. Mobile phone is the most widely used learning equipment in mobile learning, and the basic function of mobile phone is interaction. The interaction of mobile phone can realize the timely two-way flow of information [3].

3. APPLICATION ADVANTAGES OF MICRO LESSON

Micro class, as the name suggests, is micro curriculum, compared with the traditional way of organizing courses. Micro-course was first developed in the United States, mainly through teaching videos, teaching PPT and other ways to share the key points and difficulties of teaching through information technology platform for students to learn independently, deepen knowledge impression and other learning activities to provide information and materials for a teaching method. Among them, teaching video is an important core of the micro teaching mode [4]. Micro-course has unique advantages over traditional lectures.

3.1 High Efficiency

The application of micro lesson in Higher Vocational English teaching can improve its teaching efficiency to a certain extent. First, the content of micro-lessons is closely related to the relevant knowledge in English curriculum, and the key and difficult knowledge in curriculum learning is accurately illustrated with pictures and texts. Information-based teaching is a way that students are willing to accept, mobile phones, computers and other learning terminals are also available and skilled operation of students, so through micro-class learning, students can change passive acceptance into active participation, with questions to seek knowledge, to a certain extent, shorten the learning time, improve learning efficiency[5].

3.2 Highlight

There is a certain degree of difficulty in the content of English Teaching in higher vocational colleges. After entering the higher vocational colleges, it may be difficult for the students to adapt themselves to the sudden increase in the difficulty and richness of English in Higher Vocational colleges, thus affecting their English learning effect. The teaching content of micro course is highly targeted. Micro-lesson teaching videos are aimed at a certain point of knowledge, with strong pertinence, teachers will generally make teaching difficulties as the main object of micro-lesson video production, can help students effectively break through the focus of learning, improve self-confidence in learning English[6].

3.3 Flexibility

Students can watch and learn repeatedly by means of information technology facilities anytime and anywhere through micro-lesson teaching video shared by teachers, which breaks the limitation of time and place in Higher Vocational English teaching. Students can also choose random video stay time according to their own learning reality, which is of great significance in enhancing students 'English learning effect.[7] At the same time, in the vocational English teaching, students 'learning situation and acceptance ability are different. If teachers want to improve the teaching effect, they need to teach in different levels. In the specific teaching practice, teachers should first make micro-videos that meet the teaching objectives of this

lesson, then let students watch micro-videos, and then according to the students 'learning and understanding ability, performance status and their various qualities and other factors to set different difficult questions for students, leaving students thinking time, and asking them to answer[8].

4. THE APPLICATION PATH OF MICRO LESSON IN HIGHER VOCATIONAL ENGLISH TEACHING

4.1 Strengthening the systematicness and effectiveness of micro teaching

Under the background of informationization, English teaching in higher vocational colleges needs to strengthen the systematicness and effectiveness of micro-course teaching, and enhance the promotion of micro-course teaching means to English teaching in Higher Vocational colleges [9].

4.1.1 Introduce new lessons and enhance interest

Through the analysis of the teaching content and students 'learning characteristics, the teachers introduce interesting video materials to students with the background and knowledge of the new curriculum, inspire students to think and explore, and activate the classroom atmosphere.

4.1.2 Analysis of difficulties, teach students in accordance with their aptitude

As a language, English involves many aspects, such as word formation, grammar, sentence pattern and so on, and cultivates students 'comprehensive ability of listening, speaking, reading and writing. In higher vocational English teaching, some knowledge points and ability requirements for some students have a certain degree of difficulty and depth, students are often afraid. Therefore, teachers can refine and classify the difficult points, make micro-lessons in different topics and levels, and show them to different levels of students, so as to teach students in accordance with their aptitude.

4.1.3 Online assessment, multiple evaluation

In view of the current situation that the assessment method of higher vocational education is single and it is difficult to scientifically examine students 'knowledge and skills, teachers add an online assessment unit in addition to the final written examination, that is, after the knowledge points of each micro-lesson are completed, students take the online examination of the unit, and if the results are qualified, they enter the next unit of learning. At the end of the semester, the comprehensive score is calculated by the written test and the online test with a certain weight. This kind of multi-dimensional assessment pays attention to process evaluation and participation, and has the scientific and comprehensive advantages.

4.1.4 Knowledge summary, simple refining

Micro-lessons are presented in the form of short videos, which are the concentrated points of knowledge. Therefore, micro-lessons are not suitable for highly generalized explanations, but for explaining a point in detail. Therefore, video summary of knowledge should be refined to facilitate students 'understanding and memory.

4.2 Make full use of the teaching form and content of the micro lesson

4.2.1 Clever use of micro lessons to stimulate students' interest in learning English

Higher Vocational College Students' basic ability is poor, and their enthusiasm for English learning is low. Therefore, stimulating students' interest in learning has become the primary goal of English teaching in Higher Vocational colleges. Based on the content of Higher Vocational English teaching materials and the correlation analysis of the basic characteristics of Higher Vocational students, teachers can integrate network teaching materials and students' learning needs, design micro-course teaching video carefully, and display pictures should be interesting to a certain extent, which can easily attract students' attention and arouse students' curiosity. This is also due to the learning characteristics of Vocational students, lively pictures to a certain extent help students to actively accept micro-course content, and arouse students' interest in learning, in order to stimulate students' enthusiasm for learning.

4.2.2 Pay attention to using micro lessons to break through the difficulties of Higher Vocational English teaching

The biggest advantage of micro-course teaching is that we can design teaching video aiming at the key and difficult points of teaching, so as to improve the effect of English teaching in Higher Vocational colleges. The application of micro-lesson teaching can effectively design the key and difficult points into the content of micro-lesson teaching video. Synchronous teaching information platform can share micro-lesson video. Students can learn, review and consolidate independently according to their own actual situation, so that students can master the key points to break through [10].

4.2.3 Make a complete structure, content refining micro lesson video

The micro class is about a course completed in 5-10 minutes. The content of micro-lesson includes four aspects: introduction-development-practice-summary. It is a complete classroom teaching process, which is the basic characteristics and production requirements of micro-lesson. The picture is clear and natural, the language is in place, the video production should have technical content, and students will be attracted.

4.3 Pay attention to improving the quality of teachers

The teaching mode of micro-lesson is not only recording a lesson, but also integrating knowledge into videos for students to absorb. Therefore, the teaching theory and technology of micro-lesson production should be the focus of teachers' study, and improve their skills and ability to make micro-lessons.

4.3.1 Centralized training

Concentrated training is the most common way to improve teachers' abilities, and it is also the most effective way. The school invites the personnel with strong teaching practice ability to carry on the unified training to the teachers, including both the theory and the practice operation. The second is organized by schools to select teachers for further education. This is also a centralized training, but compared with the first training, this training is higher specifications, more professional, and higher requirements for participants. In short, whether the first training or the second training, the purpose is to strengthen the learning effect through organized teaching, thereby improving the level of teachers. The improvement of teachers' teaching level will play a significant role and the teaching ability will be further highlighted.

4.3.2 Improvement of network computer technology

Comparing with traditional courses, micro-courses obviously require more work at the technical level, in which computer and network technology are an important ability. Micro class is a courseware with relatively small contents, which is mainly suitable for playing in the network environment. In the process of making micro-lessons, teachers need to use computer technology and network technology to realize the transfer of teaching content from textbook to network, and also need to arrange the specific content reasonably. All these need to be solved by computer. Making micro-lesson video requires teachers not only to teach in class, but also to make video with multimedia technology, which requires teachers to master more than multimedia technology, so that the video produced will be better, teaching will be easier, teaching effect will be more significant, otherwise, students are not interested, then micro-lesson which effect of mode learning will be worse.

4.3.3 Reflection on teaching

Teaching reflection is the need for teachers' abilities in Higher Vocational English teaching. From the concrete analysis, teaching reflection and practice summary have something in common, but there are also significant differences. As far as the similarities are concerned, both of them are a kind of summary of teachers' own behavior after concrete practice, but the former is more inclined to judge the difference between themselves and standards, and the latter analyzes the innovation and development of teaching. Simply speaking, in the process of summing up and strengthening teaching practice, teachers hope to constantly improve their own behavior through the comparison of standards in order to fill the gap, while teaching reflection is more of a reflection on teaching itself, which has innovative thinking in teaching ideas, teaching methods and teaching purposes, etc. The impact on the development of teaching is more significant. In short, to do a good job in teaching reflection, to understand the specific direction of teaching development, the growth of teachers' ability will be more breakthrough.

5. SUMMARY

Under the background of the information age, educators and learners have come up with new forms and concepts. It can be predicted that the future of education, micro-class will be widely used in the classroom and outside, the traditional teaching concept will be subversive changes. The application of micro-course in Vocational English informationization teaching is an important approach to the innovative reform of Vocational English teaching in the new era. Teachers should pay attention to analyzing students' English learning needs, combining with the actual content of English teaching in Higher Vocational colleges, making scientific teaching video based on students' interests and teaching difficulties, and constantly improving the level and quality of information-based English teaching in Higher Vocational colleges. At the same time, English teachers in higher vocational colleges must be brave to meet the challenges, meet the needs of the information society, strengthen their self-accomplishment, constantly improve their teaching ability, build more high-quality micro-course resources and

apply them to English teaching scientifically, so as to turn English learning into the habits and favorites of students and even professionals, so as to make students 'future career possible. Sustainable development provides a rich resource platform.

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