The Teaching Design of English Wisdom Class in Higher Vocational Education under the Era of Education Information

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Abstract: In the context of wisdom education, the "Internet + teaching" model has emerged, which can not only improve the efficiency of classroom teaching, but also exercise the thinking ability of learners, broaden the knowledge of learners, and build a complete knowledge system. Informatization education has completely changed the traditional "indoctrination", "based on the subject" and "question tactics" teaching mode, but more attention is paid to stimulating learners' subjective initiative, guiding learners to explore problems independently, and setting them in accordance with the physical and mental development of learners Regular teaching plan, so that every learner can keep up with the teaching progress. This article explores the teaching design of smart English teaching in higher vocational colleges in the information age, and hopes to provide some reference.

1. Introduction

At present, society is in the stage of rapid development of informatization, the Internet of Things, big data, cloud computing, mobile Internet, etc. are widely used in all walks of life, and society has undergone revolutionary changes. According to the "Thirteenth Five-Year Plan for Educational Informatization" issued by the Ministry of Education, schools at all levels are required to rely on information technology to create an informatized teaching environment, promote the reform of teaching concepts, teaching models, and teaching content, and promote the deepening of information technology in daily teaching. Widely used to meet the needs of the information age for training high-quality talents. It is in this situation that the smart classroom emerges. It is a new classroom created with information technology and has a certain degree of advancement compared with the traditional teaching model. As an important part of the entire education system, higher vocational education is how to combine the characteristics of students in higher vocational colleges and effectively use information-based teaching in smart vocational colleges to reform the smart classroom teaching model [1].

2. Overview of Information-Based Teaching

Informatization is the Internet plus traditional industries. This is not to say that the simple addition of the Internet and traditional industries is mandatory, but that all industries must have informatization thinking and make full use of various Internet platforms and information technologies. It will make the Internet deeply integrate with traditional industries, improve production efficiency, realize the optimal allocation and efficient use of social resources, comprehensively enhance the social innovation capacity, and form a new social and economic development momentum with Internet infrastructure and implementation tools.

At present, there are many definitions of informatization teaching. Some scholars believe that informatization teaching is a new form of education carried out using multimedia technologies such as the Internet. It is a learner-based education based on Internet technology. Among them, learners and Teachers, learners and educational institutions mainly use Internet media to establish a variety of interaction methods to carry out systematic education and communication links [1]. Informatized teaching has a profound impact on the education industry, and to a certain extent can shape a new form of education. First of all, information-based teaching has made education from closed to open, breaking the monopoly of education. Under the background of openness, through information-based

teaching, learners can learn all kinds of high-quality resources, and they are no longer limited to acquiring knowledge from a classroom, thereby enhancing their own self-learning ability and lifelong learning ability. Secondly, informatized teaching has changed the identity of teachers and students to a certain extent. In traditional education, teachers are the imparters of knowledge, representing authority, and the only source of students 'knowledge, and students are only recipients of knowledge. However, in the age of information-based teaching, knowledge acquisition is equal for both teachers and students. Students can also easily obtain knowledge. The balance of knowledge between teachers and students is not biased towards teachers. This makes teachers want to change their identities and adjust their positioning. Passers-by, peers. Finally, information-based teaching has enabled the optimal allocation and effective integration of educational resources. Informatized teaching has reduced the educational gap, optimized the allocation of educational resources, and narrowed the educational gap between different regions and different schools [2].

3. The Deficiencies of English Teaching in Vocational Colleges

3.1 The Lack of Cooperation in Classroom Group Discussions

Higher vocational English classroom teaching activities, teachers should pay attention to communication and activities in classroom teaching, need to discuss in group interactive writing, more attention should be paid to interactive teaching combined with training questions in the activity. However, in the current stage of teaching, the number of students participating in the interaction is much lower than the number of students discussing problems. In the information environment, when students discuss issues, teachers mainly use multimedia to encourage students to participate in discussions and interactions, but sometimes this interaction has evolved into communication and interaction between teachers and individual students, not all students can participate. dialogue. At the same time, in the dialogue between teachers and students, due to individual differences, students cannot provide insights in time, so when the group collaborates, they will express their own opinions on a certain problem and concept, and realize the interaction and communication between students and students. In order to overcome the difficulty of learning knowledge points, a deeper understanding of the nature of the problem [3].

3.2 The Enthusiasm of Students to Ask Questions Independently in Classroom Teaching is Not High Enough

In English vocational English classroom teaching, teacher-student interaction is mainly based on teacher's preset questions and teaching content, mainly on student answering questions, teacher evaluation and analysis, in the process of adjusting students' questions, which can improve the effectiveness of teaching. The introduction of higher vocational English informatization teaching mode requires teachers to actively raise questions for students in classroom teaching and continuously improve classroom teaching efficiency [4]. However, due to information-based English classroom teaching, students will reduce classroom freedom and activity in teaching It is also difficult for students to find problems and ask teachers in time in class, so there are very few students who can actively ask questions in class.

3.3 Lack of Diversity in the Classroom

The lack of student-student evaluation and interaction in English vocational English classroom teaching will result in weaker unity of classroom teaching, so the way teachers evaluate students is not only detrimental to students 'learning effectiveness, it may even hinder the improvement of classroom summary efficiency. To a certain extent, this is an important manifestation of controlling the classroom, and the diversity of the classroom summary has an important impact on students 'understanding of knowledge. However, in the teaching of vocational information, there is a lack of interaction between classrooms, and the comments are very single. Diversity of comments cannot be integrated [3].

4. The Connotation of Smart Classroom

What is wisdom? Different people have different interpretations of the word wisdom. Wisdom is the ability of people to understand things correctly and quickly, and at the same time to effectively solve corresponding problems. The rapid development of the Internet is undoubtedly the manifestation of human great wisdom. In the context of the era of information technology, smart classrooms have emerged. It is relative to traditional classrooms. It integrates data, calculations, and analysis to form resources, and then realizes scientific and university learning through network ports [5]. The teaching process of the smart classroom is more diversified and enriched to meet the learning needs of different students. It also has intelligent evaluation and other functions, which truly realizes the intelligence and personalization of the classroom and creates a new type of wisdom that conforms to the development trend of the times. The main purpose of smart classroom development in the information age is to cultivate talents. Through smart classroom teaching, not only can students cultivate their subject knowledge and application ability, but also pay attention to the cultivation of students 'innovative thinking and other abilities, so that students can In the future, he will be able to adapt to the requirements of social development for himself and become qualified and outstanding talents who can realize self-worth. The composition of smart classroom factors in higher vocational colleges [5].

4.1 Classroom Teaching Tasks

In the wisdom classroom, teachers must change the traditional teaching concepts and methods. They can no longer teach students in the "one textbook, one word" mode. They must closely follow the pace of the times, must have information thinking, and use information technology and information reasonably. Tools, integrate multimedia resources for teaching, and actively carry out education and teaching reforms. It is necessary to clarify that the teaching tasks of smart classrooms in the context of informatization are no longer simply for acquiring knowledge points or obtaining high scores, but to stimulate and evoke students 'learning Interest, cultivate students 'independent learning ability, and promote students' learning growth [3].

4.2 Classroom Teaching Process

The teaching process of the wisdom classroom is a "communication-interaction" process, rather than a single-direction communication process. In the smart classroom, the transmission of teaching information is a process of learning and interaction between teachers and students, and students, and it is also a process of emotional communication, because the educational process is an emotional activity, not a mechanical activity [5]. The learner can explore the learning content by self, and share the learning experience and learning results through interaction and interaction, which can maximize the effectiveness of learning.

4.3 Guarantee of Classroom Teaching Environment

The development of smart classrooms is indispensable for the protection of informational material conditions. First, the network coverage of the entire campus is a basic condition. The ideal state is to form a campus to achieve smooth communication at any time, any place, any person, and anything Secondly, advanced multimedia teaching resources such as classroom projections, computers, and whiteboards should also be available [5]. These are the necessary material conditions for the realization of smart classrooms.

5. The Design of English Wisdom Class in Higher Vocational College under Information Technology

Smart classroom is the organic unity of "teaching" and "learning" under the condition of informatization [4], and many of the students in the existing vocational colleges are post-97s, who belong to the digital original inhabitants. Their learning habits and methods It is very different from the previous ones, and it is more inclined to receive information and process information in multiple channels and in various ways. I like the form of learning content to be more diverse, the learning

method is more interesting, more sensitive to digital information, more rigid and boring of classrooms are somewhat exclusive. On the other hand, students in higher vocational colleges need the guidance, help and guidance of teachers in learning autonomy and enthusiasm in order to cultivate them to form good learning habits. In a smart classroom environment, teachers should carry out reasonable instructional design To increase students 'interest in learning, increase teacher-student interaction, and control the student's learning process through technical means, analyze students' difficulties in learning based on big data, in order to adjust teaching methods and strategies in time, so that students are more willing to learn [6].

5.1 The Overall Design of the Wisdom Classroom Teaching Mode

For the design of smart classroom teaching, we must first consider the hardware environment with smart classrooms, mainly to build a smart classroom environment formed by mobile Internet, big data, cloud computing, Internet of Things and other technologies, so that it can have a smart teaching environment; There must also be teaching tools and learning tools for smart terminals, smart learning techniques, and smart learning teaching resources. Secondly, to construct wisdom teaching activities, divide the entire wisdom classroom teaching activities into three stages, namely the pre-class stage, the middle class stage and the post-class stage [5]. These teaching activity stages should highlight the student's learning subject status.

5.2 Wisdom Classroom Teaching Before Class

In the pre-class stage, teachers should first prepare teaching materials, such as teaching PPT, video, graphic materials, document materials, audio materials, etc., using modern information technology according to the teaching purpose and teaching content; second, based on these teaching materials, design Pre-class teaching interactive links, such as surveys, practical assignments, pre-class discussions, topic assignments, etc .; then, the teacher pushes the relevant content to the students through the smart classroom platform, and the students perform pre-class preparation and complete the tasks according to the data pushed by the teacher. In this session, students who encounter difficulties can consult their own learning materials or exchange and discuss with each other based on the platform; finally, based on the teaching goals, the students 'pre-completion tasks and the platform's discussion, the teachers conduct data analysis of pre-class students' academic situation and use this as a basis to formulate appropriate teaching programs [6]. It can be seen from this stage that the students in the traditional classroom are pre-prepared without any traces of data, which makes the teacher's lesson preparation based on his own experience and intuitive feelings, which is not targeted, and the wisdom classroom solves this problem.

5.3 Middle Stage of Wisdom Classroom Teaching

In the middle stage of the class, the smart classroom emphasizes teacher-student interaction and guides students to actively think and solve problems. The teaching model of the traditional course is that teachers generally give lectures and ask questions, students listen to classes and answer questions for individual students, and the wisdom classroom enriches the content of this stage. According to the pre-study situation of the students before the class, teachers can set the teaching situation more targeted and guide the students to learn. In the exploration and interaction of teaching content, the smart classroom platform can be used to answer questions, answer questions, quizzes, group discussions, brainstorming and other forms, which can not only increase students' interest in learning, but also strengthen group collaboration between students [7].

5.4 After Class of Wisdom Classroom Teaching

After the class, students can complete their homework according to their own learning progress. For objective questions, the platform can reply in real time to get the results. For subjective questions, the teacher can make targeted corrections. For the questions with more errors, the teacher can also record The micro-classes are pushed to the students for learning, and they can also allow the students to make corrections and evaluations. On the other hand, teachers can push the after-school learning materials in time according to the situation of students. Students can learn and summarize according

to the materials in time [7]. If you have any questions, you can consult through the smart classroom platform at any time, so that teachers can teach more targeted in the next class , to achieve the teaching goal of smart classroom.

6. Summary

In general, the construction of the "Belt and Road" has put forward many new requirements for English teaching in vocational colleges. We must seize opportunities and meet challenges. Under this background, it is necessary to strengthen economic exchanges in different countries, but also to strengthen cultural exchanges in different countries. Teachers and students of every vocational college should use this as an opportunity to continuously cultivate the cultural literacy of students and serve the future workplace, to improve students' comprehensive level of English.

Acknowledgement

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