



Research on the Integration of Digital Literacy into English Classroom Teaching in Higher Vocational Colleges under the Background of Educational Digitalization

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Abstract: In March 2022, the Cyberspace Administration of China, the Ministry of Education, the Ministry of Industry and Information Technology and the Ministry of Human Resources and Social Security jointly issued the "Key Points for Improving Digital Literacy and Skills of the Whole People in 2022". Digital literacy has once again become the focus of widespread discussion in the society. At present, digital technology has been promoted in various fields, and digital literacy has become a necessary requirement for qualified personnel. In order to improve the level and quality of English teaching in higher vocational colleges, higher vocational colleges should be capable of reasonably using digital teaching resources, effectively building digital curriculum resources and platforms to enhance the cultivation of students' digital literacy, and promote the improvement of students' digital literacy comprehensively with high quality.

Keywords: English in higher vocational colleges, digital course resource platform, digital literacy

1. Introduction

As the social development has stepped into the digital economy era, the field of education is facing the challenge of digital transformation in the digital economy era. Digital literacy has become the core literacy of citizens in the digital society, which is the basic ability of citizens to survive. In March 2022, the Cyberspace Administration of China, the Ministry of Education, the Ministry of Industry and Information Technology, and the Ministry of Human Resources and Social Security jointly issued the "Key Points for Improving Digital Literacy and Skills of the Whole People in 2022" (Hereinafter referred to as the "Key Points"), which has once again become the focus of widespread discussion in the society.

According to the Key Points of Work, by the end of 2022, positive progress will be made in improving the digital literacy and skills of the whole people, and the work structure of systematic promotion will be basically established. Digital resources will be largely enriched; lifelong digital learning system will be preliminary built; workers' ability to use digital means for work will be accelerated; the digital living standard of the people continues to improve. Besides, the digital innovation vitality will be bursting forth, the digital security protection barrier will be strengthened, the legal and moral level of the digital society will be continuing to improve, and the digital literacy and skill development environment of the whole people will be constantly optimized.

It can be seen that in the era of digital economy, the state attaches importance to the cultivation of digital talents and clearly indicates the need to develop and improve the level of citizens' digital literacy. As the main body of training high-quality technical skills, higher vocational colleges are required to cultivate digital literacy. Higher vocational students are not only Internet users, but also highly skilled talents in the future society, who dominate the talents market by overwhelmingly half of the proportion. As a result, the level of their digital literacy matters a lot.

2. The connotation of digital literacy

According to the definition of the CAC, digital literacy and skills are a collection of a series of qualities and abilities such as digital acquisition, production, utilization, evaluation, interaction, sharing, innovation, security, ethics that the citizens of the digital society should be qualified with in their study, work and life. Digital literacy includes: digital awareness, computational thinking, digital learning and innovation, digital social responsibility.

Digital awareness includes: internalized digital sensitivity, authenticity and value of numbers, motivation to actively discover and utilize real and accurate numbers, sharing real, scientific and effective data in collaborative learning and work, and actively maintaining data security. Computational thinking includes: when analyzing and solving problems, it is required to actively abstract problems, decompose problems, construct problem-solving models and algorithms, make good use of iteration and optimization, and form a paradigm for efficiently solving similar problems.

Digital learning and innovation include: In study and life, rich digital resources, a wide range of digital tools and ubiquitous digital platforms should be actively used to carry out exploration and innovation. It requires the usage of digital resources, tools and platforms to improve learning efficiency and the happiness of life so that they are put as the basis of exploration and innovation to constantly develop habits of thinking and work habits and establish goals for exploration and innovation to explore and establish the target of exploration and innovation. In addition, it is required to design the route of exploration and innovation, complete the process of practical exploration and innovation, and communicate the results of exploration and innovation, so as to gradually form the awareness of exploration and innovation, accumulate the power of exploration and innovation, reserve the ability of exploration and innovation, and form team spirit.

Responsibility of digital social includes forming correct values, morality and law, and following digital ethics. In the digital environment, it is required to maintain the love for the country, the awe of the law, the identification with the national culture, the pursuit of and love for science, proactively safeguard national security and national dignity, not harm others and society in various digital scenarios, and actively maintain the healthy development order and ecology of the digital economy.

According to the 48th Statistical Report on the Development of Internet in China released by the China Internet Network Information Center, by August 2021, the number of netizens in China has exceeded 1 billion, and the Internet penetration rate has reached 71.6%, becoming the world's largest and vibrant digital society. Meanwhile, Wei Zhiqi, deputy dean of the School of Marxism at China University of Geosciences in Beijing, said Chinese netizens still face shortcomings such as weak digital awareness, insufficient protection of digital property rights, low digital skills of ordinary workers, and large gaps in the ability of different social groups to acquire, process and create digital resources.

Therefore, to be digitally literate, one must be equipped with the appropriate technical, cognitive, and emotional skills and be able to operate a computer and access needed resources in daily life. It is required to effectively find, screen and evaluate information for learning and research purposes, to be able to select appropriate technological tools to accomplish tasks and to solve problems, to use digital tools for appropriate social communication, and to stay away from a harmful digital environment.

3. English teaching and cultivation of digital literacy

In 2011, the American Association of Teachers of Foreign Languages published TESOL's Technology Standards (TESOL), which put forward three technical Standards for English teaching, namely, that language learners master the basic technical knowledge and skills in a multilingual society, including the use of various hardware and software devices, the ability to use digital technology for language and cultural communication, which further include the understanding different cultures and societies as well the norm in different backgrounds situations. Besides, one is asked to respect the privacy of others in the process of communication, and improve the safety awareness in the use of network resources and network communication.

In the language learning process, it is required to be able to effectively use and independently evaluate various technologies to assist language learning and future learning, including the use of various technologies to improve skills, complete productive tasks, and use technology to communicate and cooperate with others, aware of the value of technology in supporting autonomy, lifelong learning, metacognition, creativity, collaboration, and personal pursuits. Therefore, in the digital era, English teaching should not only cultivate students' English application ability, but also cultivate students' digital literacy, so as to lay the foundation for their sustainable development in the digital era.

At present, digital teaching has a great impact on the English learning model in higher vocational colleges. The establishment of digital English teaching system in higher vocational colleges not only improves the interaction between teachers and students, but also avoids the traditional teacher-based classroom teaching, highlights the modern teaching based on students. Through digital information technology cultivates students' interest in learning, stimulates students' learning initiative and improves the quality of English teaching. In the digital teaching mode, students will be no longer passively accepting the teacher's theory explanation, but will actively learn knowledge through multimedia technology and master the corresponding learning methods.

4. Digital literacy integrated into higher vocational English classroom teaching under the background of digital education

With the promotion of smart campus in higher vocational education, the digital construction has made greater progress. However, there is no clear digital literacy standards and relevant requirements, and there is no curriculum to cultivate digital literacy. The school's smart campus and digital platform do not play their due roles effectively and are not able to show digital advantages. The integration of digital resources and higher vocational English teaching is not ideal. Teachers do not provide

relevant digital resources to students with professional knowledge, nor do they guide students to obtain resources and deal with resources according to the teaching content of professional courses. Therefore, it is urgent to strengthen the cultivation of digital literacy of higher vocational students.

4.1 Integration and establishment of a modular resource library of text, text and video

First, digital resources should be extensively searched and integrated. Higher vocational colleges should share the English education resource base according to the principle of cooperation and sharing, exchange and win-win scenarios when constructing the English digital resource base, so as to realize resource sharing and teaching cooperation.

The content of digital resources should be combined with the current development. With the promotion of "Internet +", it is necessary to grasp the development of the times and choose digital resources with educational significance when constructing digital English curriculum resources. Secondly, when higher vocational colleges build English digital course resources, they should establish a teaching resource library integrating image-texts and videos, especially the key points and difficulties in teaching materials. The integrated resource library of image-texts and video can not only enhance the interest of higher vocational students in English learning, but also help students with poor English foundation to learn repeatedly, so as to review the past and learn new things. Finally, when establishing a teaching resource library, a resource library that distinguishes different modules such as basic English, professional English, and test English can be considered.

College English module is developed to cultivate students' communication ability and English learning concept, which is the basic part of higher vocational English teaching. The Professional English module is a learning resource built from digital English resources for students with different professional needs. For example, the hotel English module can be selected for major of hotel management, and the accounting major students can choose the accounting English module. The test English module is a learning resource module for the special test needs of college English, such as CET-4, CET-6, IELTS and TOEFL.

The use of digital resource library will become an assistance for students to develop habits of thinking in learning, exploration and innovation, and ensure that students develop independent learning and lifelong learning ability, which is exactly the awareness of digital learning and innovation that needs to be cultivated in digital literacy.

4.2 Make full use of online self-study and assessment resources

Another way to integrate digital literacy into vocational English is to make full use of online self-study and assessment resources. At present, Shanghai Urban Construction Vocational College is using FiF Smart Teaching platform, the online education platform of Beijing International Research Technology Co., LTD. FiF oral training, as one of the module from FiF smart teaching platform, is an oral English learning application with its advantage in oral English training, simulative study pattern, timely diagnosis for pronunciation problem and efficient mobile learning. In addition to encouraging students to learn online, English teachers can also set up online evaluation links in the digital learning platform to assist students in self-evaluation anytime and anywhere.

Through the background, teachers can see the test situation of students. Once the students have problems in the test, the teacher can instruct the students individually and continuously improve the students' English level. Higher vocational students can establish learning objectives, complete the learning process, exchange learning results, and achieve the purpose of improving digital literacy through online self-study and assessment resources.

4.3 Implement effective management of digital English resources

The English teaching department of higher vocational colleges should not only pay attention to the development of resource platform, but also focus on the management of resource platform. The management of resource platform is the screening and management of teachers and students' users, the risk management of digital resources, and the audit and optimization of teaching resources, among which the risk management and audit and optimization of resource database and platform are particularly important.

The Internet is faced with many risks. Everyone is a developer and user of network resources. In order to ensure that the political direction of resources is correct and does not harm others and the society, a special class for student management can be set up under the leadership of teachers to monitor the resource platform and avoid unnecessary risks caused by non-compliant digital resources. To enhance the digital awareness and social responsibility of all teachers and students by consciously safeguarding national security and national dignity.

4.4 Strengthen communication between teachers and students

Although English learning tends to be achieved by using all kinds of virtual resources in the digital background, learning should not be submerged by fragmented information, or even addicted to digital entertainment. Digitalization and

virtualization should complement real life, and virtual resources should be used to improve the quality of real teaching.

Through the communication between teachers and students, digital technology is made to serve the real needs. Teachers can master the learning level and state of students much better, and students can timely feedback and put forward relevant suggestions for teachers' teaching strategies, which improve the teaching methods and teaching quality of digital English teaching in higher vocational colleges. In the study of teaching methods, higher vocational English teachers should also combine the latest trend of the development of the times, use multimedia technology to carry out close communication with students, understand students' learning habits, interests and learning status so as to develop more personalized and adaptable teaching plans and programs to improve the level of English teaching in higher vocational colleges.

5. Conclusion

With the promotion of the Internet + era, higher vocational colleges have carried out teaching reform of English teaching system in digital technology innovation based on the cultivation of students' digital literacy. Multimedia and network technology can be adopted to build a digital English teaching resource library and digital literacy is accelerated to be integrated into higher vocational English teaching from multiple levels. By integrating picture and text, video and other digital teaching resources, different portfolios of teaching module can be set up, the continuous development of online learning resources and online assessment tools can be developed. Besides, efficient management of digital English teaching resources can be achieved to gradually improve higher vocational English course digital repository. While in raising the students' English learning enthusiasm, the content of students' English learning can be enriched so as to effectively improve higher vocational students' digital literacy.

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