Research on the current situation and problems of informatization teaching in higher vocational English

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Abstract: This article analyzes the current situation of English informatization teaching in higher vocational education, identifies the problems, and proposes practical and feasible solutions. Through a detailed analysis of the application of information based teaching methods, the integration of information technology with classroom teaching, the evaluation of information based teaching effectiveness, and the challenges faced in information based English teaching in vocational colleges have been revealed. The main problems include insufficient informatization teaching ability of teachers, low level of development and utilization of network resources, and incomplete teaching management and evaluation. To address these issues, measures have been proposed to strengthen teacher information based teaching ability training, improve the development and utilization of network resources, and improve the teaching management and evaluation mechanisms.

Key words: vocational English; teaching methods; teaching effectiveness

1 Introduction

With the rapid progress of information technology, English teaching in higher vocational education is steadily shifting towards the direction of informatization. This transformation not only opens up more convenient learning paths for students, but also brings more diverse teaching tools to teachers. In the process of promoting information-based teaching, several challenges have emerged that need to be addressed. The purpose of this article is to gain a deeper understanding of the current practical difficulties in information-based English teaching in vocational colleges, point out the existing problems, and propose targeted countermeasures and suggestions.

2 The necessity of improving informatization teaching of English in vocational colleges

The arrival of the information age has made the application of information technology more necessary in vocational English teaching. On the one hand, the introduction of information technology has brought a new atmosphere to vocational English teaching, breaking through the limitations of traditional teaching models and enabling students to have more open and diverse learning methods. Through multimedia teaching, online resources, and other means, students can learn in a more interesting and interactive environment, stimulating their interest and enthusiasm in learning. Furthermore, information-based teaching can promote the growth of students' comprehensive abilities. The application of various information technology tools can not only provide students with rich English learning resources, but also improve their language expression ability, teamwork ability, and other comprehensive qualities.

3 The current situation of informatization teaching in higher vocational English

3.1 The application of information-based teaching methods

Currently, information-based teaching methods have been widely adopted in vocational English teaching, especially with multimedia teaching becoming the main teaching form. Teachers use information tools such as projectors and electronic whiteboards to organically integrate various media content such as images, sounds, and videos into classroom teaching. This not only makes dull and pale English knowledge more vivid and visual, but also enhances students' learning motivation. It can be said that multimedia teaching has given vocational English classrooms a lively and colorful appearance [1].

3.2 The integration of information technology and classroom teaching

The organic combination of information technology and vocational English teaching has begun to show effectiveness. Teachers use online interactive platforms and other information technology tools to make classroom teaching more colorful and lively. Students use electronic devices to participate in classroom discussions and online interactions, which significantly improves their level of classroom participation. But the depth and breadth of this combination still need to be further improved, and more innovative ideas and practices are needed to promote it.

3.3 The evaluation of informatization teaching effectiveness

Currently, the evaluation of the effectiveness of informatization teaching mainly relies on students' grades, students' feedback, and teachers' evaluation. Although these diversified evaluation methods can demonstrate teaching effectiveness to a certain extent, they still lack a more scientific evaluation system. Therefore, in terms of evaluating the effectiveness of information based teaching, it is necessary to establish more comprehensive and objective evaluation standards to more accurately reflect the actual quality and impact of informatization teaching.

4 The main problems in informatization teaching of English in vocational colleges

4.1 Insufficient informatization teaching ability of teachers

Although the rapid development of information technology has provided numerous tools for English teaching in higher vocational education, the ability of teachers to use these information-based teaching tools still needs to be improved. Some teachers may not be familiar with emerging teaching tools and platforms, and lack professional training for informatization teaching. This has led to some teachers' relatively weak abilities in using multimedia and designing online courses, which has affected the quality and effectiveness of informatization teaching.

4.2 Low level of development and utilization of network resources

Although there are a large number of high-quality English learning resources on the Internet, some schools and teachers have relatively low levels of development and utilization of online resources in vocational English teaching. This may be due to teachers' lack of time and technical support for teachers, or a lack of dedicated personnel responsible for the development and update of online educational resources, which limits students' potential to fully utilize online resources, thereby affecting their learning in terms of the breadth and depth of subject knowledge.

4.3 Teaching management and evaluation need to be improved

In the practice of informatization teaching, the teaching management and evaluation mechanism also appear to be incomplete. Schools need to develop and implement a scientific information based teaching management system to ensure the effectiveness of teaching activities. At the same time, the current evaluation of the effectiveness of informatization teaching still relies mainly on traditional methods, lacking a scientific evaluation system for new teaching models. This makes the evaluation of teaching effectiveness relatively subjective and unable to comprehensively and objectively reflect the actual situation of informatization teaching [2].

5 Solutions to the problems in informatization teaching of English in vocational colleges

5.1 Strengthening the training of teachers' informatization teaching ability

In response to the insufficient informatization teaching ability of teachers, there is an urgent need to establish a systematic and comprehensive training system to improve their level of information technology application. Firstly, schools should regularly organize specialized training courses for English teachers, covering the use of multimedia teaching tools and the use of online teaching platforms. The training content should be close to actual teaching needs, combined with the characteristics of the English subject to help teachers better integrate information based teaching concepts and methods. In addition, external professionals are introduced to organize seminars, symposiums, and other forms, so that teachers can have a deep understanding of the latest application trends of informatization in English teaching. For busy teachers, flexible training methods such as online training and centralized training can be adopted to meet the learning needs of different teachers. Establishing an online learning platform that provides rich learning resources, allows teachers to access training content anytime and anywhere and improves the timeliness and convenience of training. During the training process, emphasis should also be placed on practical operations, encouraging teachers to apply the knowledge they have learned to practice through practical teaching operations. Schools can establish demonstration classrooms for informatization teaching, guided by professional educational technicians, allowing teachers to personally experience the process of informatization teaching to deepen their understanding and improve their operational skills.

5.2 Improving the development and utilization of network resources

In order to solve the problem of low development and utilization of network resources in vocational English informatization teaching, it is urgent to take a series of measures to enhance the digital literacy of schools and teachers. Firstly, schools should invest more resources and establish a dedicated digital resource development team responsible for planning, developing, and updating network resources related to the English subject. These resources can include online textbooks, multimedia courseware, language learning applications, etc., to enrich students' learning content and improve subject coverage. Teachers play a crucial role in this process. Therefore, schools should encourage and support teachers to participate in the development of online resources, and establish incentive mechanisms to encourage teachers' innovation. By organizing professional training and seminars, teachers can improve their digital literacy and resource development capabilities, enabling them to more proficiently use and integrate various online resources. Furthermore, the school can actively cooperate with the industry, utilize enterprise resources, and introduce more diverse and professional online English learning platforms. This cooperation model can help schools quickly acquire advanced teaching resources and enhance subject competitiveness. In addition, it is recommended that schools establish a network resource management platform to achieve functions such as resource classification, storage, and retrieval, so that resources can be more conveniently used by teachers and students. In addition, schools can regularly evaluate the use of online resources, investigate the needs of teachers and students for resources, continuously improve and update online resources, and ensure that they are synchronized with course content and students' needs [3].

5.3 Improving teaching management and evaluation mechanisms

In order to effectively promote information-based teaching of vocational English, it is urgent to establish a more scientific and flexible teaching management and evaluation mechanism. Firstly, schools should establish an information-based teaching management team, specifically responsible for the application and management of information technology in the teaching process. This team can assist teachers in planning course structures, monitoring the operation of online learning platforms, and ensuring a good connection between information technology and classroom teaching. Schools can establish clear standards for evaluating the quality of informatization teaching, including but not limited to innovation in

teaching design, student engagement, and the quality of online resources. Through regular internal evaluation and external review, comprehensive monitoring of the process and effectiveness of informatization teaching is carried out to provide suggestions for the improvement and enhancement of teachers. In addition, in order to gain a more comprehensive understanding of students' performance in informatization teaching, it is recommended to introduce student evaluation and feedback mechanisms, including collecting students' opinions and suggestions on informatization teaching through online questionnaires, group discussions, and other forms.

6 Conclusion

The further development of information-based English teaching in vocational colleges requires the joint efforts of all educators. Only by continuously improving the level of teachers, expanding network resources, and improving teaching management and evaluation mechanisms can we better respond to the changes of the times and cultivate talents who are more suitable for future social needs. Let's work together to build a tomorrow of informatization teaching and contribute to the new glory of vocational English education.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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