Research on the Practice Community of Blended Teaching Mode in College English

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ABSTRACT. As the main position of talent cultivation, colleges and universities have rearranged the whole educational structure and adopted many effective innovative reform strategies in order to meet the needs of national strategic development. The core task of improving the quality of higher education is to improve the quality of personnel training, and excellent university teaching is the basic guarantee for the quality of personnel training. With the arrival of knowledge economy era and learning society, the traditional talent training mode can no longer meet the needs of the times for innovative talents. Mixed teaching mode is a teaching mode which takes students as the main body of teaching. It advocates that students should study independently to improve the teaching effect of teachers. The most important thing of mixed teaching mode is to let students play their own role. This paper combines blended learning and learning community, combines online teaching based on network with face-to-face classroom teaching, and constructs a hybrid learning community teaching mode suitable for adult learners, so as to improve the teaching quality of College English.

KEYWORDS: Mixed teaching mode, College english, Community

1. Introduction

Universities are important bridges for the creation of a "learning society" relying on higher education professionals and undertake important missions of personnel training, scientific research, social services, cultural inheritance and innovation, and international exchanges and cooperation. Blended teaching mode refers to a teaching method that combines classroom teaching and teaching using the Internet, which can help reform college English teaching [1]. The blended learning theory in the modern sense originated in the 1990s. It first appeared in the field of corporate training employees. It is generally believed that blended learning is the integration of the advantages of face-to-face teaching and online learning, which is better than face-to-face teaching and online autonomous learning. The effect of [2]. The mixed teaching mode is a teaching mode that takes students as the main body to teach. It advocates letting students learn independently to improve the teaching effect of teachers. The most important thing in the mixed teaching mode is to let students play their role. Under the mixed teaching mode, students, as the main body of learning, receive less attention [3]. The blended teaching model is student-centered and supports students to actively carry out meaning negotiation and knowledge construction, thereby improving the effect of teaching and learning [4]. On the whole, the blended teaching model is more focused on the student body, and through diversified practical organization activities, it helps students to construct knowledge and develop abilities, which is of extraordinary significance for improving the effectiveness of college English teaching [5].

Talent training is not only the primary function, but also the core task. The core task of improving the quality of higher education is to improve the quality of talent training, and excellent university teaching is the basic guarantee for the quality of talent training. The traditional university teaching paradigm pursues the inheritance and reproduction of objective knowledge, emphasizes the conformity of external evaluation indicators, passive learning occupies a dominant position, and the lack of awareness of student dialogue [6]. In the Internet age, college English teaching is no longer confined to teacher-centered knowledge transfer, but uses a hybrid teaching model that integrates "online learning" and "classroom teaching" to cultivate students' English application ability [7]. The effective way to implement blended teaching is to give full play to students' learning initiative. The mixed teaching mode is a teaching mode that combines classroom teaching and teaching using the Internet. Chinese students lack the experience of learning on the Internet, and they are prone to problems in the learning process and cannot adapt to the mixed mode. The teaching [8]. This paper integrates the blended learning and practice community, organically combines online teaching based on the Internet and offline classroom face-to-face teaching, and builds a blended learning community teaching model suitable for adult learners to improve the quality of higher education courses.

2. Mixed Teaching Mode of College English

Blended teaching makes up for the shortcomings of traditional classroom teaching and is conducive to giving full play to the main role of students in the learning process, thereby promoting students' active learning, autonomous learning, and cooperative learning. As a new teaching concept, the community of practice is guided by a common goal, focusing on enhancing the interaction between teachers and students, and organically integrating teaching and learning through scenario creation, guiding students to practice [9]. In the blended teaching in college English, it refers to online learning. It is the learning of relevant English knowledge through teachers and micro-classes provided on the Internet, and after-class exercises to deepen their understanding of English. Mastery of knowledge. Classroom teaching under blended teaching no longer takes knowledge transfer as the main form, but creates language application scenarios around themes. The concept of community of practice has created a favorable environment for students to interact and share knowledge. It can be said to provide a strong guarantee for the practice of mixed teaching mode [10]. The application of knowledge in the class means that after students have completed the online learning, they should apply the knowledge they have learned to the classroom, conduct situational teaching, let students participate in various thematic tasks, and master what they have learned. Show knowledge to other students. Thought is the precursor of behavioral practice. Only after clarifying the conceptual characteristics of mixed teaching and practice community, can it be better applied to the development of disciplines and to maximize its value charm.

Under the guidance of the hybrid teaching model, the communicative interaction between students is more convenient and frequent, and mutual understanding is deeper and deeper, which helps to form a good cooperative relationship and has a positive effect on the construction of a community of practice. In the blended teaching mode of college English, students become active builders of knowledge and acquire knowledge in practice through online learning, discussion and communication, teamwork and other methods. The change in learning methods poses great challenges to students' autonomous learning ability, cooperative communication ability, and language practice ability. As the masters of learning, students should establish a correct consciousness to learn English in a mixed teaching mode. Students learn under the mixed teaching mode and become a member of the community. They provide each other with knowledge of English learning in the English field, exchange learning resources with each other, acquire more knowledge, improve their learning ability, and accumulate more Experience in English learning [11]. In order to achieve the expected teaching effect of the blended teaching model, it is necessary to create a community of practice to provide support for language learning in terms of interactive communication, cooperative learning, and common practice, fully mobilize students' learning initiative, and ensure that students effectively participate in blended learning . For most students, online self-learning is still a relatively new field. They can share experiences and collaborate to complete various learning projects and activities based on a community of practice, and use the advantages of Internet technology to obtain a pleasant learning experience and improve their quality. The level has been greatly improved.

3. Construction of Blended Learning Community

3.1 Construction of Teaching Platform for Hybrid Learning Community

The composition of the practical community of college English blended teaching mode should be based on students' development. Through online learning and in-class practice, language knowledge can be taught and students' good application ability can be cultivated. The cultivation of language ability is constantly advancing with the times, from curriculum to method reform. The software platform of blended learning community mainly refers to the construction of class heterogeneous learning groups and the training and guidance of group cooperative learning strategies. Blended learning community refers to a learning group in which students and teachers use learning resources and learning platforms to accomplish the same learning tasks under the all-media learning environment. Guided by the goal of common vision, the online and offline knowledge construction, meaning negotiation and social identity reconstruction based on the existing knowledge experience of learners and students constitute the operating system of learning activities in the blended learning community. Both mixed teaching and practice community emphasize a series of activities led by teachers, which put forward higher requirements for their comprehensive quality.

In the new era, colleges and universities should accurately position teachers' functions, attach importance to their professional construction and development, and support the construction of the practical community of college English blended teaching mode. The blended learning community creates a multi-directional interactive platform for students to learn, communicate, help each other and advance together, so that students can master interpersonal skills, get emotional support, improve cooperation ability and promote the all-round development of personality while acquiring and sharing knowledge. Teachers must persist in training students in learning strategies for a long time. First, they should inform students of the reasons and significance of using learning strategies to learn. Secondly, combining with daily teaching activities, it demonstrates the use of common learning strategies to students, so that students can see how to use specific learning strategies and their effects. In the concrete practice process, various training and teaching

activities can be organized regularly or irregularly, teachers' communities can be formed, and advanced ideas can be publicized in time.

3.2 The Process of Blended Learning Community Teaching Mode

Online learning resources are convenient for students to choose corresponding content, study and test according to their needs and level. After completion, students can obtain online learning resources and start autonomous learning first. Under the mixed teaching mode, teachers should combine the actual needs of English teaching, use Internet technology, share curriculum resources, publish online communication posts and offline discussion activities, create real language scenes, organize students' extracurricular activities, and promote the formation of a community of practice. In the concept of community of practice, learning is to reconstruct the knowledge system and master more knowledge in practice. College students' English practice refers to being able to study together, and everyone participates in the study and has some insights, rather than saying that only teachers explain, students are numb and passively accept new knowledge [12]. Students become the main evaluators of their own learning, and teachers, as students, are the defenders of classroom discipline. Their main tasks are to comment on students' group works, provide excellent reference works, answer common problems of group tasks, sum up the completion of students' tasks, and put forward revision suggestions. Teachers should organize students to learn online courses independently, share micro-videos and other resources through the Internet public platform, put forward corresponding questions, guide students to explore independently, complete online preview and review, and lay a solid knowledge foundation for application practice in and out of class. The learning goal of the members of the community of practice is to complete the learning activities such as skill teaching, mirror learning, language application and doing things by writing through online learning, in-class application and extracurricular practice, so as to finally acquire language knowledge and improve English application ability.

4. Conclusion

The practice of blended teaching mode is the main trend of college English teaching innovation reform in the future, which can give full play to students' subjective initiative and promote the sharing of knowledge and experience based on community connection. The research of blended learning community is a long-term process of gradual and continuous improvement. The development of teaching is restricted by many factors such as network infrastructure conditions, students' learning ability and habits, and its evaluation is complicated. If Chinese college students who are used to the traditional teacher-taught classroom are to change their learning methods, they need the support of language learning and application. In the process of organizing and running the curriculum learning community, it is difficult to give consideration to the complete achievement of teaching activities and the smooth realization of action plans due to the limitation of personal time allocation and attention adjustment. Students should give full play to their subjective initiative, actively study and practice, exchange and share learning resources, and play the role of practice community in college students' English mixed mode teaching. In the future, theoretical exploration and teaching practice should be carried out for the online and offline communities of practice under the blended teaching mode, so as to explore the best scheme to ensure the effective occurrence of learning and promote the pace of college English teaching reform in the information age.

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