

A Probe into the Integration Concept of Blended Teaching Mode of College English in Application-Oriented Universities

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Abstract: Blended teaching is the product of the organic combination of classroom teaching and online learning. The practice of college English teaching in application-oriented colleges shows that the construction of the integration concept of blended teaching mode will play a good role in promoting the quality of college English teaching. The organization and implementation of the blended teaching mode of college English should pay more attention to the integration of all elements of college English core literacy and online teaching resources, and establish a sense of integration in teaching concept, content, mode, and evaluation, so as to further promote the course reform of college English and realize the goal of cultivating English talents with emphasis on application practice.

Keywords: Undergraduate colleges; College English; Blended teaching; Concept of integration

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1. Introduction

In the 1980s, the curriculum reform of practical teaching was gradually put on the agenda and attracted more and more attention from all walks of life ^[1]. The training goal of practical teaching courses is to improve students' practical operation skills, innovative consciousness, social adaptability, and lifelong employment skills, among which the cultivation of professional skills and employment competitiveness is significant. The reform of the practical teaching curriculum has promoted a number of undergraduate colleges to take the lead in changing the teaching methods, thus giving birth to the embryonic form of application-oriented undergraduate colleges. From the theory of practical teaching, it is not difficult to see that application-oriented undergraduate colleges need to emphasize the application of talent training, and relevant schools should also closely highlight this feature in the setting of school-running concepts, so as to train applied talents for the country. Therefore, these undergraduate colleges can set the goal of talent training from the perspective of modern development, so as to carry out comprehensive reforms in disciplines, courses, teaching systems, teaching links, and teaching methods, and vigorously cultivate high-quality talents in the new era ^[2].

College English is a basic compulsory course in application-oriented undergraduate colleges, and the teaching purpose is consistent with the teaching objectives of application-oriented undergraduate colleges. Therefore, college English should not only cultivate students' basic English skills and communication skills but also pay attention to cultivating students' professional competitiveness and cultural communication literacy in combination with the teaching characteristics of application-oriented undergraduate colleges. The service subject of college English includes students and even the whole society. While cultivating students' social English communication skills and professional quality, they should also be based on society and cultivate high-quality applied talents. In order to make college English teaching more effective, blended teaching mode has become the main teaching method in college English teaching. The blended teaching mode mainly focuses on offline theoretical and practical teaching and assists online expansion teaching. This offline + online teaching mode not only broadens students' learning horizons but also improves the quality and efficiency of classroom teaching. However, after an in-depth study of the blended teaching model, it is found that the essential characteristics of its emphasis on theoretical teaching have not fundamentally changed. With the popularization and development of computer network technology, mobile internet technology makes online network teaching platforms become the focus of high-quality teaching resources, which significantly enhances the teaching effect of online + offline blended teaching mode, thus bringing brand-new changes to college English teaching. In this case, the topic of fully integrating college English teaching under the blended teaching mode with modern teaching concepts, techniques, resources, and evaluation mode is also important for college English educators to think deeply.

2. Blended teaching mode

With the rapid development of network technology, the blended teaching mode has emerged. Blended teaching mode is a combination of online and offline teaching modes, and it is also the product of the development of information technology. In blended teaching mode, classroom teaching and online distance teaching complement and promote each other, which is more conducive to stimulating students' motivation and enthusiasm for autonomous learning, inquiry learning, and cooperative learning in the learning process.

2.1. Blended teaching mode of college English

The first aspect of blended teaching is online learning. The blended teaching mode of college English is an application of online + offline blended teaching mode. Therefore, online learning has become a more common form of blended teaching. Students can independently study video courses through the learning resources of online teaching platforms, complete the practice of knowledge systems and content closely related to professional courses, supplement classroom teaching in time, and further consolidate the learning results. The second aspect of blended teaching is the classroom teaching method. Classroom teaching is a traditional teaching method, which refers to the process of students' face-to-face study and inquiry with teachers in the classroom. Classroom teaching and online learning complement each other, especially after online learning and preview, classroom teaching and training can help students to further master and understand knowledge. At the same time, in college English classroom teaching, teachers can create an English language application environment closely around the teaching theme, so that students can be placed in the English application situation, and through teamwork and other forms, students' English application skills can be continuously improved. The last aspect of blended teaching is the extracurricular practical experience. In the teaching and training of college English, extracurricular practical experience is also an important link in the blended teaching mode. After studying online and offline, students can experience the real language application environment

through extracurricular practical activities, so that the theoretical knowledge of the English language in classroom learning can be widely combined with practical application, which is an effective teaching supplement to online learning and classroom teaching. By exchanging ideas with foreign friends face to face, participating in volunteer service activities, and making English posters and commemorative books, students can cultivate their English language output and improve their English communication application level ^[3].

2.2. Advantages of the blended teaching model of college English

The blended teaching mode of college English mainly refers to the organic combination of online teaching mode and traditional classroom teaching mode in the process of college English teaching and training. It can also be said that the blended teaching mode of college English is a new teaching mode that integrates online and offline teaching. The organization and implementation of the blended teaching mode of college English is not only conducive to the complete transformation of the teaching mode to the information direction, but also can effectively promote the rapid and efficient development of college English teaching, avoid the teaching limitations and disadvantages brought by the traditional classroom teaching mode, and break through the limitations of time and space. Compared with the traditional teaching mode, the blended teaching mode of college English can cultivate students' awareness of autonomous learning, inquiry learning, and cooperative learning, so that students' knowledge horizon is not limited to classroom teaching tasks but can be extended to online autonomous inquiry learning, which further enhances students' learning interest and efficiency. In addition, the blended teaching mode of college English, as a new teaching form, strengthens students' enthusiasm for active participation in teaching, makes students become real learning subjects, deepens the interaction between teachers and students, and enables teachers to have a comprehensive and detailed understanding of students' learning situation through various channels. Therefore, the effect of college English teaching guidance should be comprehensively strengthened through the blended teaching mode.

3. Summary of the concept of college English teaching integration

In fact, the integration concept is important in the language discipline, and the starting point of its research is the form, law, and significance of language ^[4]. The integration concept constructs the known model from the aspects of integrating network, common space, interrelation, and innovation, and explains the mechanism and influence of meaning.

(1) The concept of integration in college English teaching

The integration concept is a kind of concept with a fusion nature, and it is also a new product of the second generation of cognitive science. The application of the integration concept in college English teaching can exert an extremely important influence and promote the change in students' learning attitudes and thinking modes. In the practical application of college English learning, the concept of integration can become the focus of the cross-application of English and other disciplines, which can continuously expand students' cognition of English learning, so that they can clearly understand the meaning composition of English learning and the profound interpretation of English images. The integration concept further reveals the significance of learning English and further integrates the form and meaning of language learning.

(2) Teaching forms of college English under the concept of integration

The concept of integration determines the meaning of English learning form and the grammatical relationship in English, which requires teachers to pay attention to language marks in the teaching process and fully understand students' psychological characteristics and learning needs, so as to

effectively play the initiative of learning ^[5]. The first aspect is the teaching form of communicative oral English. The concept of integration has brought many beneficial inspirations to the oral English teaching of college English. Teachers can instill a lot of rich discourse information into students, make them form a discourse space in their minds, and constantly stimulate cognitive thinking in English communication. At the same time, college English teaching under the concept of integration can closely combine limited classroom teaching with unlimited extracurricular practice, form a real situation of uninterrupted English communication, further stimulate the training needs of college oral English communication, promote students to develop the habit and understanding of thinking in English, and thus achieve the transformation of oral communication of language skills.

The second aspect is the teaching form of reading. College English reading teaching is a process to promote students' dynamic cognition of semantic flow in coherent texts. Traditional English classroom reading teaching will focus on teaching vocabulary and sentence structure, while English teaching under the integration concept not only requires students to master the specific meanings of vocabulary and phrases but also pays attention to the cultivation of students' reading analysis skills. English reading discourse is not isolated, and it needs to be integrated with the cultural background and specific context of the article in order to accurately understand the intention expressed by the author. The purpose of English teaching is to cultivate students' awareness of exchanging ideas and their ability to acquire language information. Therefore, English reading teaching under the integration concept is conducive to students' understanding of the metaphorical meaning of the whole English discourse and constantly stimulates students' thinking and imagination.

4. The construction of the integration concept of blended teaching mode of college English in applied undergraduate colleges

The blended teaching mode of college English in applied undergraduate colleges is a complete teaching system. Therefore, in this system, teachers need to get rid of traditional teaching concepts and ideas, establish innovative ideas of blended teaching, closely combine the teaching objectives of colleges with English teaching objectives, and gradually build an online + offline integrated teaching mode of college English. Only by deeply integrating the mixed teaching mode with all the elements of college English teaching can the best teaching effect be achieved. Therefore, teachers should integrate and optimize teaching-related content according to students' learning characteristics, and maximize teaching benefits through advanced teaching means and technologies.

4.1. Integration of relevant elements of cultivating college English core literacy

The core literacy of English subject mainly includes four aspects: language skills, cultural thought, thinking quality, and learning skills, which is a comprehensive skill integrating knowledge, skills, and humanistic literacy. Therefore, college English teachers should proceed from the reality of students' learning and organically integrate students' language knowledge, skills, training, and cultural accomplishment. The first element is the integration of teaching objectives to cultivate core literacy. The teaching goal of college English teaching activities is mainly to promote the improvement of English language skills. Therefore, this teaching goal requires the support of teaching goals at all stages. At the same time, teachers also need to cultivate students' language knowledge related to teaching topics in various ways to further promote the realization of the teaching goal of cultivating core literacy. The second element is the integration of teaching content to enhance core literacy. Under the premise of college English teaching reform, the content of English teaching is mainly humanistic education, with the cultivation of students' humanistic accomplishment as the core, and through training students' awareness of learning, thinking, and culture, students' knowledge application in language

learning can be improved. Although English teaching still needs to rely on the text, it is no longer simply the cultivation of language skills, but the cultivation of cultural accomplishment and cognitive level. Therefore, in the blended teaching of college English, it is necessary to integrate the teaching content that cultivates core literacy, so that students' comprehensive language practical skills can be rapidly improved and their language cognitive skills can develop to a higher level.

4.2. Integration of college English online teaching information technology

The integration of college English teaching and online teaching information technology can enable students to not only learn college English knowledge, but also to fully understand the blended teaching mode, master the application function of online teaching platforms, and further improve the learning efficiency of autonomous learning and inquiry. The first method is to promote information network teaching methods. Under the background of applying blended teaching mode, colleges and universities should pay attention to classroom teaching and encourage students to make full use of their spare time for online learning. Multimedia technology in online teaching allows students to gain real situational experience in learning, and integrating information network technology into teaching mode allows students to grasp the details and laws of knowledge more vividly, and the sense of sensory experience in English learning will be stronger. The second method is to give full play to the evaluation efficiency of the network technology learning process. The integration of information technology and college English teaching will bring about profound changes in teaching methods, especially in the process of assessment and evaluation of students' learning effects. The traditional form of offline examination can no longer meet the needs of modern college students. Understanding students' learning abilities and degrees before and after class is required to evaluate students' learning process scientifically and objectively. Evaluating students' use of information technology teaching platforms will help to assess students' learning process more fairly and objectively, so as to fully mobilize students' enthusiasm for autonomous learning, greatly increase students' participation in learning before, during, and after class, and significantly improve the learning effect.

4.3. Integration of online teaching resources

There are great differences in the construction degree of blended teaching mode of college English in various applied universities in China. In terms of the construction of online teaching resources, applied universities should integrate online English teaching resources according to the actual needs of college English major teaching, so that a large number of high-quality online college English teaching resources can be fully utilized and developed ^[6]. Firstly, the integration of the establishment of online English teaching resources is necessary. Applied undergraduate colleges collect and sort out the downloadable high-quality college English teaching resources on the network, organically integrate these online resources with the on-campus teaching resources, and establish an online English teaching resource base according to the types. At the same time, colleges and universities should actively encourage teachers and students to study and develop online teaching resources and present all aspects of English teaching theoretical knowledge to teachers and students quickly and conveniently, so as to further enhance students' mastery of college English knowledge, skills, and culture. Secondly, it is imperative to construct an inquiry mode of autonomous learning in online courses. In order to further enhance students' use of online teaching resources and deepen their understanding and cognition of the practice of knowledge transformation ability, applied undergraduate colleges should build a high-quality online learning platform, and use multimedia and network technology to create an online cloud classroom for English listening, speaking, reading, writing, and translation, so as to enrich and expand students' learning channels. Online

teaching platforms break the limitation of time and space on teaching, which can reduce students' offline learning pressure, cultivate students' autonomous learning and inquiry ability, and enable students to enjoy the real situation of multimedia audio-visual teaching.

5. Conclusion

The blended college English teaching mode has injected new vitality into English curriculum reform. In this case, college English teachers should establish a sense of integration in teaching, and organically integrate online and offline teaching concepts, techniques, and resources, so as to facilitate the teaching links of English learning before, during, and after class. Under the training goal of applied talents, English teachers should take students as the main body of education, further optimize teaching design, content, and evaluation system with integration concept, and pay attention to the improvement of students' English language knowledge and skills.

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