

Research on the Construction of New Forms of English Teaching Resources in Higher Vocational College

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Abstract: The construction of new forms of teaching resources for higher vocational English education serves as the implementation carrier of the educational digitization strategic initiative in the field of higher vocational education. It aims to digitally transform and intelligently apply traditional teaching resources through information technology, thereby improving the efficiency and quality of higher vocational English teaching. This article aims to analyze the connotation and significance of the construction of new forms of teaching resources, identify the existing issues in teaching resources for higher vocational English education, and propose corresponding strategies. It provides strong support and guidance for the development of new forms of teaching resources in higher vocational English education and promotes the advancement of higher vocational education towards a higher level.

Keywords: New form; Teaching resources; Vocational English

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1. Introduction

Teaching resources serve as the carrier of educational content and the tool to achieve teaching goals, assisting students in acquiring knowledge and shaping various abilities and values. Effective teaching resources can stimulate learning motivation, foster creativity, evoke prior knowledge, and encourage the processes of understanding, decoding, organizing, and synthesizing teaching content, logical thinking and reasoning, communication, and interaction. It promotes the development of diverse skills and the acquisition of student values, as well as the mastery of necessary knowledge and skills, while maintaining a positive learning attitude. Teaching resources, especially those of new forms, not only provide unprecedented convenience and support for education and teaching but also bring revolutionary significance and challenges to both teaching and learning.

2. The connotation of new forms of teaching resource

New forms of teaching resources are the result of the integration of new Internet technologies with the field of

education. Their core value lies in the digital transformation and intelligent application of traditional teaching resources through information technology ^[1]. This new type of teaching resource, utilizing printed textbooks as carriers, embeds digital resources such as videos, audio, assignments, papers, supplementary materials, and topic discussions. It integrates textbooks, classrooms, and teaching resources, forming a cohesive whole.

At the same time, the new forms of teaching resources pay more attention to cultivating students' ability to solve practical problems, using projects or cases, adopting scenarios that students are familiar with and interested in, and introducing learning content. This kind of teaching resources can provide students with more flexible learning methods according to their individual needs, so that students unlock their potential.

A certain amount of progress has been made in the construction of new forms of teaching resources, which cover emerging fields such as artificial intelligence, big data, and intelligent manufacturing. The content focuses on the forefront of knowledge and the cross-integration of disciplines, and its manifestations are rich and diverse. For example, online courses provide students with diversified high-quality learning resources and expand the coverage of excellent digital education resources. Virtual laboratories simulate real environments and provide valuable practical opportunities for students. Virtual teaching and research offices enable professors from within the school and chief engineers from outside the school to jointly prepare lessons, bringing real-world problems into the classroom and genuine knowledge to serve major engineering projects ^[2].

Overall, new forms of teaching resources serve as the implementation vehicles for the strategic action of educational digitization in the field of engineering education, playing a vital role in improving the quality of training for outstanding engineers.

3. The significance of building new forms of teaching resource

The construction of new forms of teaching resources aims to promote the digital transformation and upgrading of education, adapting to the needs and development of the new era. This new type of teaching resource aims to utilize information technology to digitize and intelligently apply traditional teaching resources, thereby enhancing the efficiency and quality of education and teaching.

To be specific, the significance of the construction of new forms of teaching resources is as follows:

- (1) Promoting resource sharing and educational equity: High-quality digitized teaching resources are opened to the public. Creating an efficient learning support service system and providing a lifelong learning platform for skilled talents aim to eliminate the educational gap between urban and rural areas, enabling more students to enjoy equal access to high-quality educational resources, and further promote education equity and popularization.
- (2) Enhancing teaching quality and effectiveness: Introduction of new forms of teaching resources that integrate digital technology, textbooks, classrooms, and teaching resources, enabling students to engage in autonomous learning and personalized development based on their individual learning needs. This significantly improves teaching quality and learning outcomes.
- (3) Stimulating innovative capabilities and practical skills: New forms of teaching resources not only assist students in deeply understanding and mastering knowledge but also effectively cultivate their innovative abilities and practical skills, laying a solid foundation for their future career development.
- (4) Cultivating habits and abilities for autonomous learning: New forms of teaching resources enable students to learn anytime and anywhere, which is helpful to cultivate habits of autonomous learning. The diversified presentation of teaching content aligns with the psychological characteristics of vocational college students, stimulating their interest in learning and assisting them to firmly grasp knowledge and skills to ultimately achieve the goals of autonomous learning and lifelong learning.

- (5) Adapting to the development needs of the new era: With the rapid development of technology, digitalization has become the mainstream trend of the times. The construction of new forms of teaching resources that adapt to this trend can better meet the needs and development of the new era, providing strong support for cultivating the talents of the new era.

4. Problems of English teaching resources existing in higher vocational college

Digital English teaching resources can help to change the shortcomings of current English classroom teaching, enrich English learning resources, create a relaxed and harmonious English learning atmosphere, inspire students' thinking, make students experience the happiness of English learning and success in active participation, and thus improve the effectiveness of English teaching^[3]. However, the current construction of digital English teaching resources in higher vocational colleges is faced with a series of problems.

4.1. The teaching resources lack specificity

The quality of English teaching resources is inconsistent, with issues such as low content quality and a lack of resources catering to different learning styles and abilities. Currently, there are a lot of blended learning resources in vocational colleges, but some professional or targeted English content is difficult to be found. Many English teaching resources are downloaded or copied from the internet, or simply pieced together without proper refinement or proof-checking with outdated content. This leads to a seemingly rich variety of blended English teaching resources, but with limited valuable content and low usage rates, resulting in duplication and waste of resources and space. On the other hand, teachers are influenced by traditional teaching models and tend to prioritize the use of traditional textbooks while neglecting digital teaching resources. Although traditional textbooks are diverse, their inherent limitations are difficult to overcome, and digital teaching resources cannot effectively fulfill their intended role and value. This fails to meet students' requirements for English knowledge and skills and also hinders the construction and development of vocational colleges.

4.2. The sharing of teaching resources is not sufficient

There is a lack of effective information communication and exchange among vocational colleges and teachers. Each institution and teacher independently develops resources within their scope and domain, lacking unified planning and collaboration. This has led to redundant investments and waste of human, material, and financial resources. In addition, the repetition phenomenon has caused a decline in the quality of English digital teaching resources. Due to the absence of effective resource integration and sharing mechanisms, different regions and schools may imitate or plagiarize each other when developing English digital teaching resources, resulting in a decrease in resource quality. Additionally, due to independent development, there may be differences in technical standards among different regions and schools, leading to resource incompatibility and difficulty in sharing, further reducing the quality of resources. The waste of resources and decline in quality has led to insufficient and inefficient digital teaching resources, limiting the development space of vocational education, hindering cross-regional and cross-school cooperation and communication, and restricting the innovation and development of vocational English teaching.

4.3. The quality of teaching resources varies widely

Due to the diverse sources of English digital teaching resources, which include various online courses, teaching videos, and textbooks, there are significant differences in their levels and qualities. On one hand, some English resources are well-produced but limited in quantity. These resources are usually created by professional educational

institutions or teams and possess high quality and stability. On the other hand, there are also English resources with poorer production quality, which may even contain errors and outdated information. These resources are often created by individuals or non-professional organizations with questionable quality and stability ^[4]. This mixed quality of English teaching resources possesses a challenge for teachers and students when making selections. When choosing digital teaching resources, teachers and students need to spend more time and effort screening and evaluating them to find resources that meet their needs. Meanwhile, some resources with poor quality may harm teachers' and students' learning outcomes, jeopardizing the effectiveness of teaching and learning.

4.4. The information technology capabilities of teachers and students are insufficient

Due to differences in the information technology proficiency of teachers and students in different regions and schools, the application and development of English digital teaching resources face challenges. On one hand, some older English teachers may lack understanding and relevant skills in effectively utilizing digital teaching resources for lesson conduction, resulting in the waste or underutilization of these resources. On the other hand, some students also struggle with insufficient information technology capabilities, hindering their ability to effectively access and utilize digital teaching resources fully. This may have a negative impact on students' learning outcomes as they are unable to fully leverage the advantages of digital teaching resources. Additionally, this may slow down the development process of digital teaching resources, unable to meet the objective of teaching.

5. Strategies for constructing new forms of English teaching resources

The construction of digital teaching resources in higher vocational colleges needs to integrate the unique characteristics, positioning, and development goals of each institution, with the participation of all relevant departments. The construction of digital teaching resources is a long-term task that requires phased, modular, continuous updating, and improvement. There are multiple steps involved in this specific construction approach.

5.1. Enhancing the quality of teaching resources

Improving the quality of teaching resources is a crucial task in the construction of English teaching resources. The following aspects can be focused:

(1) Establishment of strict criteria for resource selection and evaluation

Using digital technology to analyze the trends in English education and student needs can assist teachers in better designing, reasonably developing, and utilizing teaching resources. First, it is essential to identify the key elements of English teaching resources and establish selection criteria that clarify the quality requirements and scope of application of these resources. This ensures the accuracy of content, the adaptability of teaching resources, their alignment with course objectives, and their accessibility, making the teaching resources more operable and measurable ^[5]. Additionally, a regular evaluation mechanism can be established to invite experienced educational experts, English subject experts, or peers to assess the resources to ensure their quality and academic accuracy. Inviting students to provide learning feedback can ensure the practicality of the resources. Furthermore, platform data can be analyzed to obtain the access volume and utilization rate of resources, which can help to optimize them continuously and improve the quality of teaching resources.

(2) Improving the existing teaching resources

It is essential to conduct a careful analysis of teaching needs before constructing teaching resources. This involves identifying the target student groups, assessing their English proficiency, determining the types of teaching resources required, and evaluating the most effective media presentation methods.

Subsequently, it is necessary to understand the overall situation of existing teaching resources on online teaching platforms, including their availability, punctuality, ease of use, and effectiveness^[6]. Useful resources should be retained, outdated ones should be discarded, and the remaining resources should be categorized into different types such as courseware resources, audiovisual resources, online course resources, and consolidation and expansion resources. Next, the existing teaching resources should be carefully organized and practically designed. By comparing the differences between existing resources and the needs of students and teachers, it is important to identify the deficiencies of the current resources, their acquisition methods, and the urgency of addressing these issues to avoid redundant efforts and resource waste. Furthermore, online teaching platforms can be utilized to promptly obtain feedback and usage data from teachers and students, allowing for adjustments to resource construction and allocation based on demand. This punctual validation and utilization of integrated results, combined with the seamless integration and bidirectional feedback of resource integration and utilization, will ultimately lead to significant improvements in teaching capabilities and outcomes. Finally, teaching resources should be concise and suitable for students to learn in their fragmented time, thereby enhancing resource utilization.

(3) Fully utilizing high-quality teaching resources at home and abroad

The Internet serves as a useful and engaging teaching aid that helps stimulate students' motivation to learn. With the advent of the "Internet+" era, digital teaching resources are increasing rapidly. Fully utilizing the openness and inclusiveness of digital resources to collect high-quality English teaching resources from both domestic and international sources, screening and integrating them, and compensating for the lack of teaching resources, is an important component and effective complement of teaching resource construction. This approach not only addresses issues such as insufficient quantity, limited variety, low quality, and less efficient in teachers' self-created resources, but also reduces teachers' workload and time investment, improves their work efficiency, and effectively ensures the quality of teaching resources. With this, the effectiveness of English teaching in higher vocational education can be guaranteed. Additionally, during the process of collecting resources, both teachers and students in higher vocational English courses can learn about innovative domestic and international concepts, diverse learning resources, and novel learning experiences, satisfying the diversified and personalized needs of teaching and learning, and providing robust resource support for blended learning.

(4) The usage of artificial intelligence technology to create digital teaching resources

Utilizing artificial intelligence technology for the content development of digital teaching resources can enhance teaching quality, personalize learning experiences, and improve efficiency. Through natural language processing, teachers' needs can be translated into automatically generated content such as teaching materials, syllabus, curriculum standards, extension exercises, and videos, saving teachers' time while ensuring the quality of the content. Additionally, integrating speech recognition into teaching resources allows students to orally answer questions, practice pronunciation, and receive personalized feedback that helps them understand their mistakes and provides suggestions for improvement directly, thereby enhancing their language skills. Furthermore, image recognition technology can provide students with real-time information related to the course while virtual reality or augmented reality technology can enable students to experience the content in a safe environment, contributing to the improvement of practical skills and understanding of concepts^[7].

(5) Encouraging students to participate in resource building

To begin with, involving students in the construction of teaching resources can leverage their collective wisdom and strengths, allowing teachers to understand their interests and learning needs. This approach

enriches the online teaching platform with diverse resources. Simultaneously, it stimulates and cultivates students' autonomous learning motivation, expanding the depth, breadth, and height of their knowledge, tapping into their cognitive potential, and knowledge application. Then, teachers can guide students to search for resources independently and encourage them to communicate, share, screen, and integrate information with teachers and classmates. This collaborative effort fosters teamwork and builds a learning community. Next, by browsing the Internet, students can encounter diverse viewpoints and ideas related to specific topics, such as images, stories, product introductions, advertisements, and more. This enhances their hands-on skills and broadens their horizons. After analyzing, utilizing, and evaluating the resources they find, students can strengthen their knowledge systems, cultivate critical thinking, transform passive learning into active exploration, and improve their abilities in information retrieval, problem exploration, analysis, and resolution. This approach also fosters habits of diligent thinking, information screening, resource categorization, innovation, and collaborative learning. Furthermore, it contributes to the development of practical skills in vocational college students, such as research capabilities, technological application, and communication skills.

(6) Enrichment of the types of digital teaching resources

Vocational college students are lively and active, but they also tend to have relatively short attention time and are easily distracted. While this can be seen as a disadvantage, it can also be leveraged as an advantage. Vocational English teachers should fully utilize this trait of their students, employing a variety of digital teaching resources to capture their attention and uncover opportunities and motivations for autonomous learning. These resources should guide students in exploring and learning independently. Digital teaching resources serve as the “source” for students' autonomous learning and are the foundation and starting point for blended learning, necessitating both construction and utilization. By rationally utilizing the advantages of visual, auditory, and audiovisual teaching resources, teachers can jointly stimulate students' learning motivation and enhance teaching effectiveness by combining them appropriately. In configuring vocational English teaching resources, students can choose suitable content based on their majors and interests for autonomous or group learning, realizing an organic integration of English and their specialties. This provides students with high-quality and diverse learning experiences, satisfying their individual, diversified, and differentiated needs ^[8]. **(Figure 1)**

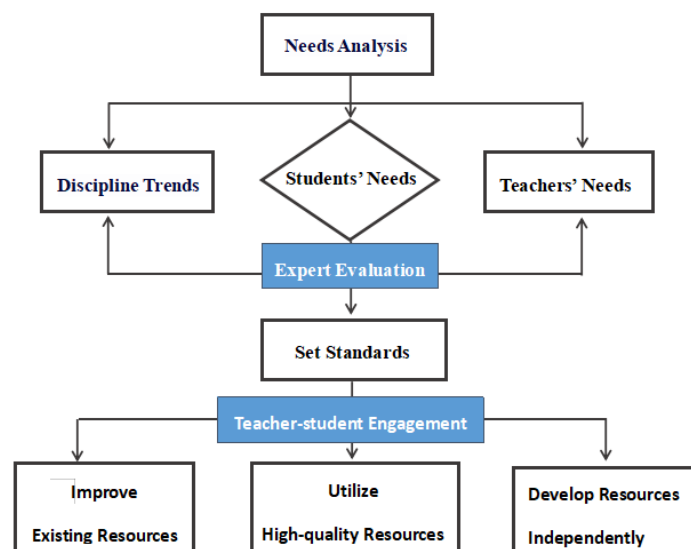


Figure 1. Construction framework of new forms of teaching resources.

5.2. Enhance the integration and sharing of teaching resources

The integration and sharing of teaching resources is one of the critical tasks in the construction of digital teaching resources.

- (1) The establishment of a cross-regional and cross-school collaboration and communication mechanism
Education management departments and organizations should play a leading role in breaking down barriers and achieving resource integration. Additionally, they need to promote the sharing of resources between different regions and schools. This is crucial for supporting the construction of digital teaching resources for education. By establishing a collaboration and communication mechanism, we can promote cooperation between different regions and schools to achieve the sharing of digital teaching resources and improve resource utilization efficiency ^[9].
- (2) Establishment of a unified English digital teaching resource platform
Education management departments should utilize a unified digital teaching resource platform to achieve resource integration and sharing, avoiding duplication of efforts. This platform can include functions such as a resource library, shared storage, and online courses, providing storage, sharing, management, and learning support for resources ^[10].
- (3) Achieving resource interoperability and optimal allocation
National education organizations can fully utilize the sharing capabilities of the digital teaching resource platform to achieve resource interoperability and optimal allocation across different regions and schools ^[11]. Teachers and students can access digital teaching resources from other regions and schools based on their needs, enriching their teaching content and learning experiences.
- (4) Establishment of resource-sharing policies and incentive measures
To encourage teachers and students to participate in the integration and sharing of digital teaching resources, education management departments should establish resource-sharing policies and incentive measures ^[12]. For example, a reward mechanism can be established to recognize and reward teachers and students who actively share and contribute digital teaching resources.
- (5) Provide technical training and support
Educational institutions should provide training and support to help teachers and students master the methods and techniques of integrating and sharing digital teaching resources. For instance, organizing online training, seminars, or workshops can enhance teachers' and students' abilities in resource integration and sharing. (Figure 2)

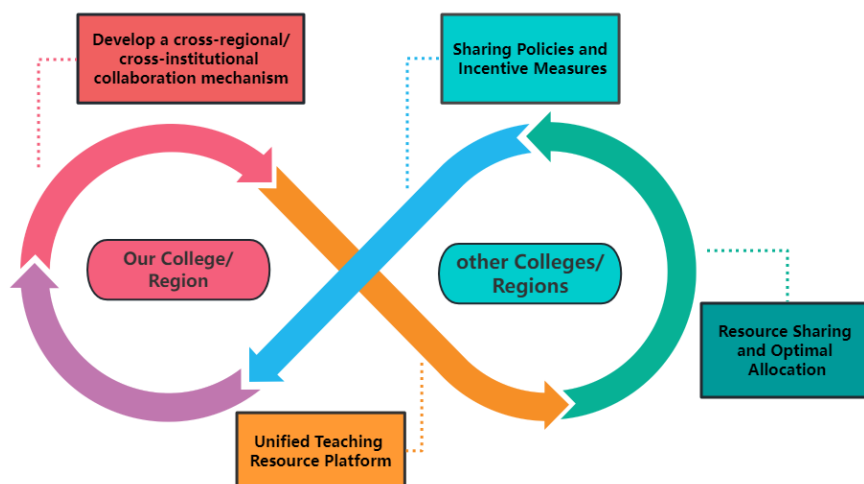


Figure 2. Integration and sharing diagram of new forms of teaching resources.

5.3. Enhance the information technology capabilities of teachers and students

Information technology capabilities are the fundamental skills for the construction and application of digital teaching resources, directly affecting the effectiveness of teaching and learning.

- (1) Education management departments or institutions should regularly organize information technology training courses

Regularly conducting information technology training courses can provide necessary technical training and skill enhancement for teachers and students. These training courses can include online courses, seminars, or workshops tailored to different levels and needs of participants, with varying content ^[13].

- (2) Education management departments or institutions should provide personalized learning support

Based on the different technical levels and needs of teachers and students, personalized learning support should be provided. For instance, they can offer customized learning resources for different subjects or age groups, as well as provide consultation and guidance to help teachers and students effectively utilize digital teaching resources.

- (3) Regional or national education organizations or management departments should conduct online seminars and exchange activities

These organizations can organize online seminars and exchange activities to promote interaction and sharing among teachers and students. These activities can revolve around the application of digital teaching resources, allowing participants to share experiences, discuss issues and solutions, and enhance their information technology capabilities ^[14].

- (4) Education management departments or institutions should provide practical opportunities

Enhancing their mastery and progress in information technology through hands-on practice and exercises. For instance, setting up practical courses or laboratories can enable teachers and students to engage in activities such as designing, creating, applying, and evaluating digital teaching resources.

- (5) Education management departments or institutions should integrate information technology into subject teaching

Encouraging teachers to integrate information technology into subject teaching and enhancing teaching effectiveness and learning quality through the application of digital teaching resources ^[15]. For example, they can showcase demonstration classes or practical activities that integrate information technology and subject teaching, demonstrating the advantages and application methods of digital teaching resources in subject teaching.

6. Conclusion

The construction of new forms of teaching resources serves as crucial support for English teaching in higher vocational education. It not only provides teachers with diversified teaching resources and tools but also offers students a broader learning space and personalized learning pathways. Vigorously exploring the construction and application of these new forms of teaching resources aims to better implement blended teaching, integrating education digitalization into specific higher vocational English teaching practices. Incorporating high-quality digital teaching resources into professional teaching resource development lays a significant foundation for achieving connotative construction and advancement in future higher vocational colleges.

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