

Research on the Distance Teaching Mode of Auto English Against the Background of the Integration of Open Education and Vocational Education*

Han Song

Liaoning Vocational School of Equipment and
Manufacturing
Shenyang, China 121000

Xiuping Qiao

Shandong Polytechnic College
Jining, China

Abstract—Based on the integration path of distance open education and vocational education, this paper studies the construction of distance teaching platform for auto English from three aspects: rational planning of auto English distance learning objectives, school-enterprise cooperation in developing auto English distance learning resources, and tailoring auto English distance learning strategies so as to promote the deeper integration of open education and vocational education, and to construct an auto English distance learning mode based on the work process and paying attention to future development trends.

Keywords—open education; vocational education; mobile learning; auto English; distance learning mode

I. INTRODUCTION

The Third Plenary Session of the Eighteen CPC Central Committee put forward the requirement of "trying to convert credits among ordinary colleges, higher vocational colleges, and adult colleges, and broadening the lifelong learning channel." The essence of this is to build a learning-oriented society, break down the barriers between various kinds of education, and establish a diversified and multi-channel educational development trend of mutual communication, integration and promotion among various learning systems, which is also the theoretical basis and logical starting point of the integration path of the distance open education and vocational education teaching mode. Open and flexible teaching methods, rich real-time teaching resources, innovative and practical teaching evaluation methods have become a great help for the development of vocational education. Against the background of the integration of open education and vocational education, it is easy to create an auto English learning atmosphere everywhere. With the subtle influence, students' spontaneous, self-confident and independent attitudes in auto English learning can be cultivated, and the dilemma of "too much work and insufficient study" of higher vocational college students

caused by vocational practice can be broken.

II. THE INTEGRATION PATH OF THE TEACHING MODE OF DISTANCE OPEN EDUCATION AND VOCATIONAL EDUCATION

A. Co-construction and Sharing of Learning Resources Against the Background of the Integration of Open Education and Vocational Education

In the fast-developing information age, the integration of the open education and vocational education teaching model can fully rely on the driving force supported by digital resources to complete the comprehensive improvement of the technical quality talents. It is doable to combine the commonality of resources required for the two types of education, and promote the efficient and rational use of learning resources through a mutually beneficial resource sharing mechanism. Based on the long-opening and resource-radiating advantages of remote open education, vocational education can introduce a large number of high-quality courses based on mobile learning, and establish a mobile network platform for sharing and real-time sharing among major vocational colleges. [1] For example, the auto English course of vocational colleges can realize the collaborative development and production among institutions by means of the open education network platform, which is conducive to the integration and optimization of teaching resources and the reciprocal sharing of high-quality resources.

B. Innovative Setting of the Curriculum System Against the Background of the Integration of Open Education and Vocational Education

The curriculum is reflected in the carrier and appearance of the two kinds of educational communication. Only when the curriculum is constructed according to the unified norms and scientific and rigorous curriculum integration standards, can people give full play to the advantages of the two educational integrations. Against the background of the integration of open education and vocational education, the distance learning model based on mobile learning, in the innovation setting of the curriculum system, should be supported by the distance learning platform based on mobile

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learning, taking into account the occupational and open education of higher vocational education to reflect the flexibility, diversity, convenience and efficiency of the course presentation.

C. *Development and Application of Information Technology Against the Background of the Integration of Open Education and Vocational Education*

The organic integration of information technology and education is the common development needs of open education and vocational education. The integration of open education and vocational education requires the integration of teaching programs and the transformation of teaching models in the context of informationization. Based on this, using modern information technology as a means to reform teaching models, update teaching concepts, and innovate teaching tools become the key to the integration of two types of education.

The mobile learning technology can be applied to the deep integration of the two kinds of education through the synergy mechanism, which can improve the quality of the distance learning of the auto English. The mobile learning effect can be responded and evaluated in time through the interaction of everyone, which can promote the further development of the mobile learning technology and then feed back the open education. The ultimate goal of the integration of the two kinds of education is to provide learners with real-time rich learning content and resources, to create a more attractive and personalized learning space, and to form an indiscriminate cultivation of "professionals" supported by informational means.

D. *The Renewal of Teaching Concepts Against the Background of the Integration of Open Education and Vocational Education*

It is necessary to implement the "learner-centered" distance learning concept into the whole process of integration and development, and to realize the renewal and transformation of the teaching concept against the background of integration from both the classroom and the students. Teachers should measure the value of mobile learning, the integrity of teaching tasks and the pertinence of teaching strategies according to the comprehensive evaluation of learners' "modernity", "task complexity" and "individualization", and then lay the teacher leader and collaborator status. [2] Students should promote the formation of their lifelong education based on mobile learning, pay attention to the professional comprehensive ability under the real career situation, and establish a career development concept of "technical skills" and "practicality".

E. *Reformulation of Evaluation Criteria in the Context of the Integration of Open Education and Vocational Education*

Distance open education has weakened its management efficiency by its "out easily", while vocational education pays too much attention to book knowledge and pass rate in assessment and evaluation, ignoring the comprehensive

professional quality and practical application ability of technical skill talents. Therefore, it is necessary to reformulate the evaluation criteria in the context of the integration of open education and vocational education. Therefore, people can form a process evaluation and summative evaluation criteria that take into account both "openness" and "occupationality", objectively and fairly grasp and monitor the quality of education under the integration of the two types of education.

III. THE CONSTRUCTION OF AUTO ENGLISH DISTANCE LEARNING PLATFORM

Mobile learning technology provides a rich, high-quality, real-time shared teaching resource and a flexible, convenient and personalized learning method for auto English distance learning. The mobile learning technology can be used to construct the auto English distance learning platform, which can improve the quality of auto English remote teaching, optimize the teaching effect, promote the deeper integration of open education and vocational education, and build an auto English distance learning system based on the work process and paying attention to future development trends.

A. *Reasonable Planning of the Goal of Auto English Distance Learning*

The goal of auto English distance learning based on mobile learning is not limited to the cultivation of language ability such as listening, speaking, reading and writing, but emphasizes the practical application ability of language in the real career scene of students. Specifically, it is to understand the professional language of the automobile; to have the ability to communicate with foreign customers in English, to translate automobile manuals or handbooks with the help of tools, to search for auto English materials through mobile learning technology, to obtain the international frontier automobile industry development dynamic and the advanced automobile marketing service ideas and to use English as a tool for self-learning and to develop sustainable professional skills. According to the principle of "practicality and sufficient use" for technical and skilled personnel, and according to the requirement of English language ability of the practitioners of the automobile, the goal of remote learning of auto English based on mobile learning is planned as follows:

The first is the ability goal. Practitioners can use English as a language to communicate with foreign customers, write practical letters such as mail and fax, search for English materials by means of international search engines and introduce and sell automotive products in English. The second is the knowledge goal. Practitioners can understand automobile terminology and English identification code, understand the vocabulary and sentence structure commonly used in auto English, master automotive marketing and service terms and use common office software and translation software. The third is the quality goal. Practitioners should have the ability to learn independently, have the ability to find problems, research problems and solve problems, have teamwork awareness and innovation and entrepreneurial awareness, have a sense of collective

honor and responsibility and they should be optimistic, self-confident, and positive with cross-cultural awareness and international vision.

B. Cooperating with Schools and Enterprises to Develop Auto English Distance Learning Resources

School-enterprise cooperation in the development of auto English distance learning resources should be conducted in-depth investigation and research within the automotive industry, combined with the employment standards of industry enterprises and the language needs of auto English, follow the principle of "skills-oriented and sufficient use" for technical talents, and develop auto English distance learning resources based on school-enterprise cooperation with output-driven design. Focusing on the workplace, taking the work process as the main line, and taking action as the guide to develop and design auto English mobile teaching resources, open the mobile learning platform student client and management terminal and optimize the integration and extension of learning resources and create an easily quantifiable test and assessment way.

Firstly, under the guidance of the assistance of industry enterprises, it is necessary to master the typical tasks of various positions in the automotive industry, such as production development, marketing and after-sales, at the same time, based on the deep integration of open education and higher vocational education, to research and develop auto English teaching resources based on working process and focusing on future development trends from the perspective of lifelong learning. Secondly, under the guidance of industry enterprise experts and English teaching experts, the car English is expected to be screened, processed and created in order to be easy to understand and practical enough to avoid the ambiguity and over-specialization of the corpus. Finally, according to the law of language acquisition and the physical and mental development characteristics of technical and skilled talents, on the basis of re-arranging the corpus, to make the distance teaching process of auto English an organic integration of "Chinese and English language and culture education", "vocational education" and "effective English learning strategy".

C. Making to Measure Auto English Distance Teaching Strategy

The distance learning mode supported by mobile learning technology requires students to select the appropriate learning methods according to their learning objectives and knowledge levels, and to conduct flexible and diverse "ubiquitous" learning whenever and wherever possible. According to the trend of the integration of open education and vocational education, based on the characteristics of universality, flexibility, and real-time of mobile learning, it is possible to tailor the auto English distance learning strategy through three modes: circulation pattern, cooperation pattern and inquiry pattern.

1) Circulation pattern teaching mode based on mobile learning:

The basic vocabulary of automobiles appears in the form of old words, such as table, which is "workbench" in the English vocabulary system of automobiles; the specialized vocabulary of automobile English is mostly abbreviated form, such as NC, namely the numerical control; automobile English Industry vocabulary includes market surveys and so on. Many students memorize and then forget the numerous automobile English words. According to Ebbinghaus's human memory forgetting curve, the human brain's forgetting of things conforms to the law of periodic memory that is slow after the fast. In order to counter the law of forgetting and to facilitate students to remember the English vocabulary of the car, teachers can summarize and expand the English vocabulary of the car with complicated classification and numerous entries according to the cutting-edge technology and the latest development of the automobile field. In addition to sorting out teaching resources in a targeted way, teachers can use mobile learning technology to provide short and succinct vocabulary learning units to help students review and consolidate easy-to-forget vocabulary, break up the whole into parts and capture them one by one in a timely manner. Teachers can also update the audio and video resources of mobile learning according to the learning level and learning ability of different students, and develop an anti-forgetting learning plan for 7-14 days as a cycle. Based on the learning characteristics of mobile learning at any time, any place and in any way, students can stimulate the brain and consolidate memory in a flexible and diverse way anytime and anywhere. Through such cyclical, high-volume, high-frequency vocabulary representation and cyclical consolidation of memory, the learning efficiency of auto English vocabulary of students can be improved greatly.

2) Cooperative teaching mode based on mobile learning:

Cooperative learning is a learning method that organizes students to complete a common learning goal or task in a group or team. Cooperative learning can realize resource sharing, information exchange and exchange of ideas. It is an effective way to enhance students' self-learning ability and teamwork awareness. [5] In the distance teaching model of auto English based on mobile learning, students can be grouped into groups for cooperative learning. Specifically, students collect information on auto English through mobile communication devices on a group basis, classify, summarize and organize the data under the guidance of teachers, and research and summarize the data in small groups. Members and groups can exchange ideas, share results, draw on each other's strengths, and complement each other's weaknesses. The construction of cooperative teaching mode can be through QQ group, WeChat group and BBS. The team members can raise their own questions and help other members to answer questions at any time and place. In the process, everyone exchanges ideas, expands ideas, and draws collective wisdom to make progress together. The synchronous mobile learning mode requires group members to participate in discussions and express opinions online at the same time. Asynchronous learning does not require members to be online at the same time, but can be conducted

through offline messages, comments and other ways of cooperative learning.

3) Research-based teaching mode based on mobile learning:

There are a large number of high-quality auto English learning resources in the Internet. The distance learning based on mobile learning can realize the integration and optimization of teaching resources and mutual benefit sharing. It is of great significance to improve students' interest in auto English and optimize the effect of auto English teaching. Teachers can take advantage of the extensiveness, flexibility and real-time of mobile learning to quickly and timely control the content of auto English teaching that reflects the development of cutting-edge technology and the latest developments in the automotive field. Teachers can select, operate and reprocess auto English distance learning resources according to the learning characteristics and learning rules of vocational automobile students, and ensure the real-time, timeliness and practicality of auto English teaching content, and guide students' exploratory learning of auto English teaching resources on this basis.

When conducting exploratory learning, students can input keywords that need to solve problems in the search engine, search for relevant learning resources, and learn and research the searched learning resources to discover problems again, analyze problems, discover new problems, search again for new problems and learn by extension, and repeat this process until all problems are solved. The intelligent search engine's information push technology is convenient and efficient. It is convenient for learners to receive, discuss and analyze search results in a timely and convenient manner through users' email and mobile phone messages. For learning problems that cannot be solved through inquiry-based learning, teachers can inspire through the means of targeted counseling. The entire mobile learning-based inquiry-based learning method repositions the roles of teachers and students — teachers are only supervisors and guides, while students are implementers and leaders, and it develops the personalized distance learning space of auto English with students as the main body.

IV. CONCLUSION

Against the background of the deep integration of open education and vocational education, the construction of auto English distance learning mode is conducive to improving the auto-learning ability of auto-English students, presenting a diversified auto English information resource sharing platform, and ensuring the real-time, timeliness and practicality of auto English teaching content, opening up the "teacher-directed, student-oriented" personalized auto English learning space to enhance the effect of auto English distance learning; at the same time, it also responds to the professional appeal of open distance education and the open appeal of vocational education, which will help promote the deeper integration of open education and vocational education, and form an indiscriminate "automobile professionals" training, reflecting the goal of application-

oriented, student-centered, and ability-based high-level auto English distance learning.

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