

Research on the Reform of College English Teaching Based on the Learning Platform of Mu Course

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ABSTRACT. *The reform of English teaching in Higher Vocational Colleges Based on the learning platform of Mu Course meets the requirements of quality education and the development of the new era. It is conducive to changing the traditional teaching ideas and teaching methods of English in Higher Vocational colleges. Through the learning platform of Mu Course, English teaching in higher vocational colleges will be more pertinent, meet the diverse needs of students in learning English, and enrich the resources of English classroom teaching in Higher Vocational colleges. Content, so as to further promote the quality and efficiency of English teaching in Higher Vocational colleges. This paper briefly summarizes the learning platform of Mu Course, analyses the advantages of applying the learning platform of Mu Course to higher vocational English teaching, and finally puts forward the reform strategy of Higher Vocational English teaching based on the learning platform of Mu Course.*

KEYWORDS: *Mucha learning platform; Higher vocational English; Teaching reform*

1. Introduction

In the process of rapid development of network informationization, a variety of new network teaching modes have gradually appeared in teaching. The reform of English teaching in Higher Vocational Colleges Based on the learning platform of Mu Course needs to start with the establishment of English Mu Course System, the construction of English Flip Classroom and the teaching of Mu Course as English Teaching blueprint, so as to make the reform of English teaching in higher vocational colleges more in line with students'teaching. Learning characteristics and meet students'learning needs.

2. Summary of Mogao Class

MOOC, abbreviated as MOOC, is a new curriculum development mode in the

development of the current information age. Through the teaching method of MOOC, it is conducive to changing the traditional inculcating teaching mode. At the same time, MOOC is based on the open network resources, and carries out curriculum teaching through the corresponding learning management system, fully highlighting the advantages of MOOC teaching, its teaching curriculum also has tools. With the characteristics of openness and large-scale, teaching and learning resources are abundant. Teachers can also teach history, water conservancy, management, numerical control and computer to students in the course of teaching, so as to better meet the students' humanized learning methods. In addition, through the teaching video, it can also attract students' attention, help students review and absorb the knowledge after class, so as to effectively promote the quality and efficiency of students' learning[1].

3. Main Problems in English Teaching in Middle and Higher Vocational Colleges

3.1 Lack of Clear Teaching Objectives

Under the background of all-round quality education, this paper puts forward the Basic Requirements for English Teaching in Higher Vocational and Technical Colleges, stressing that in the process of teaching, we should strengthen the cultivation of students' basic knowledge and skills in English, at the same time, we should also pay attention to the improvement of students' comprehensive abilities of listening, speaking, reading, writing and translation, so as to effectively improve students' ability and synthesis of autonomous learning of English and translation-related business in the future. Quality. At present, there is a lack of clear teaching objectives in English teaching in Higher Vocational colleges. Teachers mainly explain the contents of English textbooks, pay attention to imparting theoretical knowledge of English to students, and fail to effectively combine the Basic Requirements of English Teaching in Higher Vocational Education to strengthen the training of students' listening, speaking, reading and writing abilities. Many teachers are prevalent in the teaching process. In order to improve the quality and efficiency of English teaching in Higher Vocational colleges, it is necessary to give students less opportunities and time to answer questions in class, and lack of pre-class preparation, in-class activities and after-class assignments[2].

3.2 English Teaching in a Single Form

With the continuous expansion of enrollment in Higher Vocational colleges, there are relatively insufficient teachers and teaching equipment, resulting in a single form of English teaching and the current situation. In the teaching process, teachers mainly use the traditional indoctrination method to teach students. Because of the large number of teachers, it is difficult for teachers to communicate with students effectively in the teaching process. Effectively grasp the situation and characteristics of students' learning. In addition, in the process of teaching, teachers mainly focus on

self-centered teaching, but fail to effectively highlight and achieve student-centered teaching. Their teaching methods mainly focus on teaching method, which is a single form. It is difficult to better highlight their teaching characteristics. At the same time, they lack the use of task-based teaching method, situational teaching method and case-based teaching method to improve students' comprehensive English ability. And the quality of classroom teaching is not conducive[3].

3.3 Students' learning Enthusiasm is Low

In higher vocational English teaching, many students' English proficiency is uneven, some students' English foundation is weak, they lack enthusiasm and initiative in English learning, and they fail to improve their skills of self-listening, speaking, reading, writing and translation effectively. There is a widespread phenomenon of students' passive acceptance of knowledge, inactivity in classroom learning and lack of self-learning ability. And the ability to consciously arrange their own learning activities, lack of interaction with teachers, lack of attention in classroom learning, blind memory of English words, grammar, sentences, ignoring the improvement of self-English comprehensive ability, ultimately affecting the improvement of students' English learning efficiency and quality. In addition, many students lack the corresponding learning habits in the process of learning, can not reflect on their own learning situation in time, have negative emotions on English learning, and their learning style is arbitrary. In this case, it has a negative impact on improving students' English learning ability and the quality of English classroom teaching[4].

4. Advantages of Applying the Learning Platform of Mu Course to English Teaching in Higher Vocational Colleges

4.1 Innovation of English Teaching Model

The application of the learning platform of "Mu Course" in Higher Vocational English teaching is conducive to promoting the reform of English teaching mode in Higher Vocational colleges, changing the traditional teacher-led teaching mode and students' passive acceptance of knowledge, so as to make the English teaching classroom in higher vocational colleges more prominent in students' subjective position and mobilize students' enthusiasm and initiative in English learning. In the process of using the learning platform of Mu Course to teach, it can also realize students' autonomous learning and ubiquitous learning, and improve students' autonomous learning ability and innovative consciousness. For example, students can choose their own learning content according to their own learning interests and actual needs, and in the process of learning, they can adjust the learning progress according to their own knowledge mastery. It is also conducive to strengthening the interaction and exchange between students and teachers, and helping students better solve the problems raised in the learning process[5].

4.2 Sharing Teaching Resources

Higher vocational English teaching based on the learning platform of Mu Course can better realize the sharing of teaching resources. There are many kinds of high-quality teaching resources on the platform of Mu Course Website, which is conducive to enriching the content of English classroom teaching and meeting the learning needs of different students. For example, there are 45 and 56 rich and colorful English teaching resources in Netease Open Course and Love Course Network of Mu Course Website. With the teaching curriculum, the vision and knowledge of higher vocational students can be expanded in the process of English learning, and through a variety of teaching resources and teaching content, students' enthusiasm and initiative in English learning can also be improved, English teaching resources can play a greater advantage and role, fully highlight the characteristics of English classroom teaching, and promote the improvement of students' English learning quality[6].

4.3 Stimulating Students' interest in Learning

In higher vocational English teaching, many students lack interest and enthusiasm in English learning because of their weak basic knowledge of English and the simplicity of traditional teaching mode. Applying the learning platform of Mu Course to higher vocational English teaching is conducive to changing the traditional cramming and indoctrination teaching methods and effectively realizing the rational allocation of English teaching time. At the same time, through abundant teaching methods. The rich and colorful content of English teaching can also stimulate students' interest in learning, fully attract students' attention, make the English classroom atmosphere more active and relaxed, and then promote the stable improvement of students' learning level and teaching quality[7].

5. English Teaching Reform Strategies in Higher Vocational Education Based on the Learning Platform of Mu Course

5.1 Establishment of English Course System

The reform of English teaching in Higher Vocational Colleges Based on the learning platform of Mu Course needs to start from the establishment of the curriculum system of Mu Course, strengthen the cultivation of students' practical and innovative ability of English, and then cultivate more innovative talents for Higher Vocational colleges. Firstly, in the process of establishing the English course system, we should not only adhere to the principle of the module of the English basic course system, but also adhere to the principle of the module of the vocational English course system according to the actual needs of the students in Higher Vocational colleges, so as to make the established English course system more satisfy and conform to the students' own development, and highlight the development characteristics of the English course and the course. For example, according to the

actual learning characteristics of Higher Vocational students, teachers can set up different starting points of the course teaching level, such as high, middle and low levels, to guide students to choose different learning content according to their learning ability and needs. Secondly, in the process of constructing the course system of English Museum, we should combine the professional characteristics of senior English majors in Higher Vocational Colleges and effectively carry out a variety of teaching courses, such as economic and trade English, electronic English and mechanical and electrical English, so that students can learn different aspects of English courses and promote the development of students' multi-faceted abilities. Thirdly, in order to construct an English course system, it is necessary to strengthen the establishment of elective courses in English. Its main purpose is to provide students with more curriculum choices, meet the learning needs of different students, and make the course contents more colorful, such as workplace English, oral communication English and cross-cultural English, so as to further promote English teaching model.

5.2 Mu Lesson as a Blueprint for English Teaching

In higher vocational English teaching, teachers can actively explain the content of English teaching to students through the video of the course, further attract students' learning attention and improve students' activity. At the same time, teachers should actively make use of the network resources of the learning platform of the course, and provide students with a variety of teaching content to encourage students to apply the course after class. The teaching platform searches for English materials, so as to effectively improve students' ability of problem-solving and autonomous learning. In addition, in the process of using the video to teach, teachers can set scientific and reasonable teaching objectives for students, guide students to learn according to the test and exercise software of each course, and let students upload the answers, and finally, teachers or other students score. Teachers can advance the relevant test questions and exercises according to the students' answers. Selection and revision of the line, so as to effectively sort out a more complete test paper in line with the characteristics of students' learning, and further promote the improvement of students' teaching quality and teaching effect.

5.3 Constructing English Flip Classroom in Higher Vocational Colleges

In order to further promote the reform of English teaching mode in Higher Vocational colleges, teachers need to construct English flip classes for students in combination with the learning platform of Mu Course. By flipping classes, students' autonomous learning ability and team cooperation ability can be enhanced. On the one hand, teachers can construct English teaching scenarios for students when they carry out English flip classroom teaching, and let students practice oral English according to the teaching scenarios constructed by the teaching videos. At the same time, let students record the questions in the process of practice, and finally, teachers can answer them one by one. On the other hand, in the process of flipping

classroom teaching through the platform of Mu-class teaching, teachers can set up different levels of Mu-class teaching content for students, guide students with strong learning ability to choose the teaching content of professional English skills. For students with weak English knowledge and foundation, teachers can let students choose the teaching content of basic English knowledge, during which time, let students choose the teaching content of basic English knowledge. Students learn independently in the form of group cooperation combined with the learning video of Mu lesson, thus promoting the overall development of students. In addition, when constructing the teaching mode of English flip classroom in Higher Vocational colleges, teachers can adopt diversified evaluation methods of English teaching in Higher Vocational colleges, such as teacher evaluation and student mutual evaluation to evaluate the homework and group learning of the course, as well as students' grammar, vocabulary and other aspects of learning, which is conducive to promoting students' learning and learning. Students learn from each other, cultivate students' sense of common effort and progress, make students aware of the problems and shortcomings in the process of English learning, so as to better help students solve problems[8].

6. Conclusion

To sum up, applying the learning platform of Mu Course to the reform of English teaching in higher vocational colleges is conducive to the innovation of the traditional English teaching mode in Higher Vocational colleges, making the content and resources of English teaching in higher vocational colleges more diversified, promoting the interaction and exchange between teachers and students, and making the English teaching mode of Higher Vocational Colleges better able to cultivate students' learning ability.

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