

Exploring the Reform and Application of Blended Teaching Mode among Vocational College Teachers in the Context of "Internet Plus"

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Abstract: Under the background of Internet +, the mixed teaching mode can not only inject new vitality and power into higher vocational education, but also improve students' interest in learning and initiative, and promote the comprehensive improvement of students' comprehensive quality. However, in practice, higher vocational teachers are faced with a series of difficulties and challenges in the reform and application exploration of mixed teaching mode, such as teachers' low understanding and mastery, the difficulty of multi-party cooperation, the unsatisfactory application effect and so on. For these problems, this paper will from the innovation teaching idea, multilateral cooperation, teachers understanding and master degree, low application popularity, mixed teaching mode application challenges in four aspects, for higher vocational teachers in mixed teaching mode reform and application to provide effective strategies and Suggestions, to promote the continuous development and progress of higher vocational education to explore. The research significance of this paper lies in providing practical reference and theoretical support for the application of the mixed teaching mode in higher vocational education, improving the teaching level and teaching effect of higher vocational teachers, and making contributions to the improvement of the quality of higher vocational education and the comprehensive improvement of students' comprehensive quality.

Keywords: internet; higher vocational teachers; mixed teaching reform; application exploration

1. Introduction

Higher vocational colleges play an important role in cultivating professional and skilled talents. Facing the challenge of external environment and the demand of economic transformation, higher vocational colleges must improve the teaching effect by deepening the teaching reform, so as to better meet the needs of the society for professional and skilled talents. Through the organic integration of Internet technology and traditional teaching methods, this teaching mode provides a kind of integrated teaching method, which can not only provide rich teaching resources, but also facilitate students to carry out after-class learning independently. This model helps to meet students' personalized learning needs and promote the sound professional learning of their career planning courses. The application and exploration of mixed teaching mode in higher vocational colleges is of great significance and value^[1].

2. Overview of the reform and application exploration of mixed teaching mode by higher vocational teachers under the background of Internet +

2.1 The significance of the mixed teaching mode

The mixed teaching mode can better meet the students' personalized learning needs. The teaching rhythm, content and form of the traditional face-to-face teaching mode are fixed, which may be too single or difficult to adapt to for some students. The mixed teaching mode can provide students with a more personalized learning experience through the combination of online learning and face-to-face teaching classroom. Students can flexibly choose the ratio of online learning and face-to-face teaching class according to their own situation and learning progress, and adjust and optimize it according to their own learning situation, so as to better achieve their learning goals. Mixed teaching mode can promote the development of educational informatization and education modernization. The emergence of mixed teaching mode can promote the development of education informatization and promote the process of education modernization. At the same time, the mixed teaching mode can also promote the school

information construction and management innovation, and improve the quality and efficiency of education. Mixed teaching mode can improve the teaching level and teaching efficiency of teachers. Mixed teaching mode requires teachers to have more comprehensive teaching ability, but also requires teachers to constantly explore and innovate teaching methods and methods. Through the practice and application of the mixed teaching mode, teachers can improve their teaching level and teaching efficiency, and further improve the students' learning effect and results. The mixed teaching model also helps to improve the students' comprehensive quality and practical ability. The mixed teaching model can provide more learning opportunities and resources, and help students to accumulate richer knowledge and skills. In addition, the mixed teaching model can also encourage students to participate in various practical and innovative activities, and enhance students' practical ability and innovative spirit.

2.2 Characteristics of the mixed teaching mode

The mixed teaching mode can be personalized set according to students' actual situation and learning needs, and students can be flexibly selected according to their own time, place and learning progress, so as to achieve the best learning effect. The mixed teaching model encourages the interaction between students and teachers, promotes the communication and interaction between teachers and students, and enhances the teaching effect and learning results. Through the network learning platform, the mixed learning mode can provide students with more abundant and diversified learning resources, including video, PPT, courseware, exercises and so on. Students can choose suitable learning resources according to their own learning needs to give full play to the learning effect. Through the network learning platform, students can learn independently, and independently choose the learning content, time and place according to their own learning rhythm and needs, so as to improve their autonomy and initiative in learning. Mixed teaching mode can effectively improve the teaching quality. Through the online learning platform, students can learn anytime and anywhere, increase learning time and opportunities, and improve learning efficiency^[2]. The mixed teaching mode can adapt to different learning needs and teaching scenarios, which can be applied to both the teaching of basic subject courses and the teaching of professional practice courses. The mixed teaching mode can also be applied to different learning scenarios, such as schools, enterprises, families, etc., to provide students with more convenient and flexible learning methods.

2.3 The role of the mixed teaching mode

Traditional face-to-face teaching is often limited by factors such as time and place, teaching, and mixed teaching mode through the network learning platform can provide students with more rich and diversified learning resources, at the same time also can let teachers know more about the students' learning situation and progress, adjust the teaching methods and strategies, improve the teaching effect and teaching quality. Students can study anytime and anywhere through the online learning platform. Without restrictions on time and place, they can arrange their study time more freely and flexibly and give full play to the learning effect^[3]. At the same time, the mixed teaching mode can also provide students with more personalized learning experience and learning resources to meet the learning needs and learning styles of different students. Traditional face-to-face teaching is often limited by factors such as time and place, and students in some areas may not have access to high-quality educational resources. The mixed teaching mode can provide students with more extensive and diversified learning resources through the network learning platform, and narrow the educational gap between students in different regions. Mixed teaching mode can cultivate students' independent learning ability. At the same time, the mixed teaching mode can also stimulate students' learning interest and learning motivation, and improve students' learning enthusiasm and initiative. Mixed teaching mode is an innovative teaching mode, which can promote the innovation and development of teaching mode. The mixed teaching mode advocates the interaction, communication and cooperation between teachers and students, which can stimulate teachers' teaching enthusiasm and innovative consciousness, and promote the innovation and development of teaching methods and strategies.

3. The current situation of the reform and application exploration of higher vocational teachers under the background of Internet +

3.1 Low application popularity

Under the background of Internet +, the mixed teaching mode has gradually been widely used and

promoted in higher vocational education. At present, many higher vocational colleges have begun to try mixed teaching models, including mixed online learning, mixed flipped classroom and other models. Many schools are also constantly promoting the mixed teaching mode, and gradually established the corresponding teaching platform and teaching resource database. These schools are keen in the reform of teaching mode, are good at learning from advanced experience at home and abroad, and innovate and improve according to their own characteristics and needs.

3.2 Teachers have different degrees of understanding and mastery

Because the mixed teaching mode is relatively new compared with the traditional teaching mode, many higher vocational teachers have different understanding and mastery of the mixed teaching mode. Some teachers have not fully mastered the teaching methods and skills of the mixed teaching mode, and need further study and mastery. The degree of teacher mastery is a key problem in the promotion of mixed teaching mode. In the application process of mixed teaching mode, teachers need to master a variety of teaching skills and methods, including online teaching, the application of teaching platform, classroom design, etc. At the same time, teachers also need to have strong technical support and teamwork to better carry out mixed teaching activities.

3.3 Teachers' outdated teaching concepts

In the traditional higher vocational education system, the teaching content is mainly based on teaching basic theoretical knowledge, and the teaching mode is mainly face-to-face teaching, and teachers are often given the role of preaching, teaching and solving doubts. However, under the background of Internet +, the traditional teaching mode has been difficult to meet the needs of students, and students need to pay more attention to the cultivation of practical ability and comprehensive quality. However, many teachers still stay in the traditional teaching mode in the teaching concept, and lack the cognition and recognition of the mixed teaching mode, so it is difficult to integrate it into the actual teaching.

3.4 Multi-party cooperation

The reform and application of the mixed teaching mode need the cooperation of various parties. The application and promotion of mixed teaching mode requires the cooperation and support of teachers, students, management departments, technical support teams and other aspects. Teachers need to work closely with the technical support team in teaching design and curriculum development to ensure the effective operation and maintenance of the teaching platform; management need to provide more financial support and policy guidance to encourage schools to strengthen the application of mixed teaching mode; students need to better accept and adapt to the mixed teaching mode, and also improve the quality and effect of the mixed teaching mode by participating in curriculum design and curriculum evaluation. In the future, teachers and schools need to continue to increase investment and support, strengthen technical support and team cooperation, and further improve the quality and effect of the mixed teaching model.

4. Effective strategy of mixed teaching mode under the background of Internet +

4.1 Improve the popularity of application

Schools can organize relevant training courses and provide basic knowledge and skills training of mixed teaching mode, so that teachers can have a deeper understanding of this teaching mode. At the same time, the school can also provide technical support to provide teachers with the necessary technical equipment and software, so that they can better use the mixed teaching model for teaching. With the help of case analysis and reflective practical experience. Schools can organize some case analysis and reflective practice activities, so that teachers can share their teaching experience, discuss the problems and challenges they encounter, and share the methods and experience of solving problems^[4]. These activities can help teachers to better understand the mixed teaching model and thus better apply it to the teaching practice. Establish the cooperation and communication mechanism among teachers. Schools in can organize some cooperation and communication activities between teachers to promote mutual learning and communication among teachers and help teachers to make progress together. For example, activities such as group discussions, seminars and communication forums can be organized for teachers to share their teaching practices and learn from them. Strengthen the teaching evaluation and feedback

mechanism. The school can establish a set of perfect teaching evaluation and feedback mechanism, timely collect students' feedback and teaching effect data, and provide teachers with professional evaluation and feedback services, so that teachers can timely adjust teaching strategies and methods, constantly optimize the mixed teaching mode, and improve the teaching effect.

4.2 Improve teachers' understanding and mastery

Colleges and universities can conduct teacher training for teachers, so that they can understand the concepts, characteristics, implementation methods and application cases of mixed teaching, so as to improve their understanding and mastery of mixed teaching. In addition, for those teachers who are not good at applying Internet technology, simple and easy educational technology tools, such as online course production tools and online course platform, to help teachers easily achieve mixed teaching mode and improve the teaching effect. Colleges and universities can also establish a mixed teaching practice team mode, organize teachers, so that they can discuss the application and optimization of mixed teaching mode, improve the participation and enthusiasm of teachers, and improve the application effect of mixed teaching mode^[5]. By organizing teachers to share teaching cases, experience exchange and other activities, teachers can learn and grow from each other, and improve the quality and level of mixed teaching mode. Colleges and universities can promote the curriculum reform of mixed teaching mode according to the curriculum characteristics of different disciplines. For basic courses, pure online teaching mode can be adopted, so that students can ensure the learning effect. For experimental courses, the mixed teaching mode of face-to-face teaching and online experiment can be adopted, which not only enables students to obtain necessary practical skills, but also ensures their safety. Through the different processing methods of different subjects, the mixed teaching mode can be better realized and the teaching effect can be improved. Colleges and universities can encourage teachers to try and explore more in teaching, constantly seek the application of new mixed teaching mode, and constantly innovate teaching methods and methods, so as to improve the effect of mixed teaching mode^[6].

4.3 Innovate teaching concepts

Table 1: Blended Teaching Model Diagram

Mixed online and offline teaching mode		
Before class	In class	after class
release a task Q & a before class	Micro-class, animation teaching knowledge	after-class assignments Summary promotion
online platform	Classroom + information resources	online platform

Higher vocational teachers should establish an open and inclusive educational concept and actively embrace the mixed teaching mode. The traditional education and teaching mode is usually that teachers teach and students listen to lectures, while the mixed teaching mode requires teachers and students to explore and cooperate together in teaching, which requires teachers to have an open and inclusive mentality, so as to truly put the main position of students in the teaching center. More attention should be paid to the practice of classroom teaching. Traditional classroom teaching usually relies on teachers' explanation and demonstration, while the mixed teaching mode requires teachers and students to interact through the network platform, for independent learning, discussion and communication. Therefore, higher vocational teachers should gradually master the teaching strategies and operation skills of mixed teaching mode through practical operation, so as to improve the application level of mixed teaching mode. Higher vocational teachers should constantly update their education and teaching ideas. The education and teaching environment under the background of Internet + has changed greatly, and the traditional classroom teaching mode and evaluation system have been unable to fully meet the needs of today's education and teaching. Higher vocational teachers should continue to learn and explore new educational and teaching concepts and methods, such as "student-centered" teaching concept, task-based learning, etc., and apply them to the practice of mixed teaching mode, so as to improve the teaching effect of mixed teaching. Colleges and universities can guide teachers to cooperate with external educational institutions and enterprises, learn from their advanced mixed teaching concepts and technical means, and provide more ideas and resource support for teachers' mixed teaching exploration. For example, as shown in Table 1, a blended teaching model is adopted, combining online and offline methods, transforming knowledge into digitized resources. Additionally, an online platform is utilized to support pre-class and post-class learning, breaking the constraints of traditional time and space, thereby effectively enhancing students' learning outcomes^[7].

4.4 Support and cooperation from multiple angles and from all aspects

First, universities can cooperate with relevant enterprises, industrial alliances and other organizations to carry out the practice and research of mixed teaching mode. These organizations have rich experience and resources in the application of Internet technology and talent training, and can provide technical support and talent training programs for universities, and jointly explore the best practices of mixed teaching mode^[3]. Colleges and universities can cooperate with other schools or educational institutions to share educational resources and teaching experience, and promote the co-construction and sharing of mixed teaching models. This kind of cooperation can realize the sharing of curriculum resources, the co-construction of teachers and teaching experience, and improve the efficiency and quality of education and teaching. Universities can also cooperate with relevant government departments and social organizations to jointly promote the popularization and application of the mixed teaching model in the field of education. Government departments can provide policy support and financial support, and social organizations can provide practical experience and teaching resources to jointly promote the innovation and development of mixed teaching mode. Colleges and universities can cooperate with students and parents to establish an open and transparent teaching management mechanism, allowing students and parents to participate in the process and evaluation of mixed teaching. This cooperation can promote students and parents' cognition and understanding of mixed teaching, but also allow teachers to better understand students' learning needs and feedback, and improve the quality and effectiveness of mixed teaching. Multi-party cooperation is an effective strategy to promote the reform and application of mixed teaching mode, which can provide more support and resources for teachers and promote the innovation and development of mixed teaching.

5. Conclusion

Under the background of Internet +, higher vocational teachers have obtained a series of research conclusions through the reform and application exploration of mixed teaching mode. Mixed teaching mode can effectively improve students' learning enthusiasm and independent learning ability, and promote students' deep understanding and mastery of knowledge^[2]. The mixed teaching mode requires higher vocational teachers to carry out comprehensive reform in teaching design, teaching management and teaching evaluation, strengthen the innovation of teaching concepts, methods and means, and promote the continuous improvement of teaching quality. The promotion of mixed teaching mode should be designed and implemented according to the specific teaching needs and the characteristics of students, so as to ensure the sustainability and effectiveness of teaching reform.

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