Problems and Countermeasures of the Integration of Information Technology and English Curriculum in Secondary Vocational Schools

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Abstract: *With the development of information technology, information teaching has become an important teaching method. The theory and practice of information-based teaching have become increasingly rich, and the technical means have become increasingly diversified. At present, the focus of the research has shifted from focusing on the construction of hardware, software and resources to focusing on the effectiveness of the application of information technology in schools and classrooms, that is, the effect, efficiency and efficiency of information teaching. This paper gives some opinions on how to realize the effective integration of information technology and secondary vocational English curriculum and the corresponding countermeasures.*

Keywords: Informatization; Secondary vocational English; Integration; countermeasure.

1. INTRODUCTION

The connotation of effective integration of modern information technology and English teaching in secondary vocational schools. The effective integration of information technology and English teaching in secondary vocational schools refers to the learning characteristics of being active in the life of secondary vocational schools, not loving to learn, unable to learn or unable to learn. The information technology is organically integrated into the teaching process of English courses in secondary vocational schools, and the information technology, information resources and information methods are integrated with the curriculum structure, curriculum content, curriculum resources and curriculum implementation of English courses in secondary vocational schools, so as to better achieve the curriculum objectives, It is a new teaching method to improve the efficiency of teaching and learning, improve the effect of teaching and learning, change the traditional teaching mode, and better complete the course teaching task.

2. THE CHARACTERISTICS, PROBLEMS AND SOLUTIONS OF THE INTEGRATION OF INFORMATION TECHNOLOGY AND ENGLISH TEACHING IN SECONDARY VOCATIONAL SCHOOLS

2.1 Functions of information technology in secondary vocational English curriculum (1) Stimulate students' interest and create real situations

Through real scenes, dynamic pictures, and emotional dialogue and communication, create an audio-visual teaching environment, shorten the distance between students and unfamiliar things, enhance the authenticity of the image, attract students' attention, stimulate their curiosity and desire to perform, and help mobilize students' interest in learning, so as to attract students' enthusiasm, actively participate in language practice activities, and make the learning process vivid and real, The learning atmosphere is relaxed and happy. In addition, the use of information technology to assist English teaching can reduce the difficulty and break through the difficulties. It can display some originally abstract and obscure content in vivid, concrete and vivid aspects to achieve an easy-to-understand effect. For example, when learning vocabulary and sentence patterns related to the weather, I will play a video about the weather to create scenes and images for students to understand. The meaning of the specific words "sun, wind, cloud, rain", and then the way to ask about the weather: How is the weather? Or what is the weather like? Compared with traditional textbooks and recorders, multimedia computers provide more authentic and natural language input. This is a way that cannot be replaced by any other media. It can effectively stimulate students' interest in learning, make students have a strong desire to learn, thus forming learning motivation, and gradually cultivate and improve the ability to use information technology to find and learn new knowledge.

The application of information technology is beneficial to increase teaching capacity and improve learning efficiency; Optimize the classroom structure, highlight the key points and break through the difficulties. Modern educational technology can also transcend time and space and make the teaching content and its extension vivid. Realistic representation of the present makes abstract knowledge concrete, simple, intuitive and shortens the customer. Observe the distance between objects and students. This will reduce the difficulty, make students easy to accept and understand, and gain more profound and clear perception.

The application of information technology is conducive to expanding learning resources, expanding cooperation and communication channels, and cultivating students' good language sense and language communication ability. The English level of secondary vocational students is poor, but they are still interested in the hot spots of society and foreign culture. The Internet

can provide a large number of reading materials and background information related to the text, increase students' input of English language, cultivate students' good sense of language, and at the same time enable students to broaden their horizons and understand foreign culture. For example, when students learn language communication words, teachers can provide students with the cultural background of communication activities, link language and image, acquire a lot of information knowledge through multiple senses, let students strengthen the understanding of learning content through the exploration, discovery and research of these situations, explore and discover foreign social environment, customs and national psychology, and cultivate students' exploration spirit and innovation ability.

The application of information technology is conducive to promoting personalized learning, creating conditions for students to learn independently, and cultivating students' exploration awareness and innovation ability. There are also many students who are interested in speaking and improving in secondary vocational schools. Mobile phones have become very popular, so students can try to use related mobile phones that are conducive to improving oral English. App and other software, teachers can view students' learning effects online and provide targeted guidance. The learning of knowledge database requires students to think actively, conclude, summarize and explore the laws of English learning, thus cultivating students' awareness of inquiry.

2.2 Main problems and solutions of multimedia application in English teaching Although the integration of modern information technology and curriculum has brought about

Earth-shaking changes, but there are still many problems in the actual application process. We should pay attention to avoid excessive use of multimedia teaching. Students' eyes stare at the large screen for a long time in class, and the stimulation time is too long, which is easy to cause students' visual fatigue, thus affecting the decline of vision. Especially for secondary vocational students, it is not easy to concentrate. Therefore, in the process of teaching, English teachers should pay attention to the design of teaching system, combine with other teaching methods, and effectively apply information technology to classroom teaching. Multi-style teaching methods such as group discussion, front desk display and performance are more suitable for secondary vocational students. Teachers should not blindly follow the trend, but should choose appropriate media and means according to students' learning characteristics, teaching needs and their own teaching style, and give full play to their respective strengths without paying too much attention to the number of technology applications and whether technology Exquisite, information for information.

The frequent use of network multimedia in teaching has weakened the communication and interaction between teachers and students. Teachers must operate multimedia in the teaching process, which leads to students' tendency to focus too much on multimedia courseware in the learning process, and start to ignore teachers' expressions and body language, thus weakening the communication and interaction between teachers and students. We know that English teaching is a process of emotional communication between teachers and students, and information technology cannot replace teachers' guidance, inspiration, encouragement, or criticism in the classroom. English is a living language. Only when it carries information and emotions can it become vivid and understood. Therefore, in the English class, teachers can use information technology to create situations and carry out extended activities such as two-person dialogue, group dialogue, debate, role-playing, and so on, so as to provide students with sufficient opportunities for expression and communication, and help improve their comprehensive language use ability.

2.3 The "interactive tutoring" function provides individual solutions to the problems raised by students' "electronic hands" or prompts learning methods for individual students to guide their independent learning.

Give full play to the leading role of teachers. In real life, many teachers are too keen on information technology and do not understand the essence of information technology in English teaching. In English teaching, we rely too much on information technology, change information technology-assisted teaching into information technology-led teaching, blindly rely on information technology means to reproduce all teaching links, and teachers become slaves of information technology in teaching. The teacher only played the role of operator and commentator, but did not play the leading role that the teacher should have. Some people even think that computers and networks have provided so much English information and resources that teachers can only display and share these contents in class or provide enough clues for students. This is actually a misunderstanding. In fact, whether students' autonomous learning or cooperative learning, whether using information technology for teaching or traditional teaching, are inseparable from the guidance of teachers. Teachers still play an important role in English teaching. The leading role of teachers is to help students find suitable learning resources and guide students to use them. In particular, secondary vocational school students have limited knowledge ability and insufficient judgment ability. Teachers need to demonstrate carefully and know how to use the network correctly for learning. Secondly, under the information technology environment, teachers should strengthen the clear demonstration and guidance of learning tasks. Teachers should make students clear about the purpose of each teaching activity, Regulate their attention and pay attention to timely feedback correction to properly play the leading role of teachers and the auxiliary role of multimedia. For example, when organizing secondary vocational students to carry out group cooperative learning, teachers should tour between groups, because secondary vocational students have poor self-restraint ability, and use the "monitoring" function of the computer to observe the students' screen, understand their operation content and learning level, otherwise the students may quietly play the game.

3. CONCLUSION

In a word, the application of information technology in English teaching in secondary vocational schools is not only an improvement of teaching methods, but also a huge impact on the concept of education and teaching. Of course, the integrated teaching of information technology and secondary vocational English is not the whole of conventional teaching, nor is it suitable for use in every class. It is necessary to design teaching according to students' majors and learning characteristics, and more effectively apply multimedia and network technology to teaching according to teaching objectives. In English classroom teaching in secondary vocational schools, modern teaching media should be properly and skillfully used to assist teaching, stimulate students' interest, enthusiasm and desire to learn, change from "I want to learn" to "I want to learn", improve classroom teaching effect and make it serve teaching. In teaching, teachers should give full play to the advantages of information technology, provide students with a colorful teaching environment and powerful learning tools for their learning and development, and let secondary vocational students feel the power and charm of learning English.

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