Practice and Reflection on the Construction of Public English Online Courses for Medical and Health Majors in Higher Vocational Education under the Background of Epidemic

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Abstract: Medical English is a compulsory subject for medical and health majors in higher vocational colleges, and the level of its mastery is directly related to the competence of medical staff. During the epidemic, medical English teaching has changed from classroom teaching to online courses, using online platforms to build English online courses to improve students' comprehensive English ability in listening, speaking, reading and writing. This paper will analyze the problems and phenomena existing in the construction of public English online courses, and summarize the practical experience of the construction of public English online courses for medical and health majors, providing a reference for the construction of similar online courses in future.

Keywords: Medical and health majors in higher vocational college; Public English; Online course

1. Introduction

English is a language science and a tool for communication, especially medical English, which is related to the establishment of doctor-patient relationship and medical communication. In recent years, more and more attention has been paid to public English courses for medical and health major in higher vocational college, which have become a part of educational reform. Professionalism is an inevitable trend in the reform of public English courses for medical and health major in higher vocational college. In order to realize the teaching objective of medical English curriculum, which is to take the English required by the position as the target, train the students to complete the post work ability with English. After the outbreak of the epidemic, the construction and reform of medical English courses in higher vocational education do not stop. Instead, the online teaching platform is used to actively promote the construction of online courses, carry out online English courses, strengthen English learning for medical and nursing students, and cultivate their professional English skills. Next, based on the construction of online medical English courses, this paper will actively explore the teaching model of medical English, analyze the problems in the course construction, and explore the innovative model of online medical English courses [1].

2. The Construction Background of Medical English Online Course in Higher Vocational Colleges

With the rapid development of the social economy and the continuous acceleration of the globalization process, competition in all walks of life is fierce, and the society's requirements for medical and health college students have also changed from a single vocational skill to a comprehensive quality requirement. Among them, medical English, as a common language for international communication and learning, is a course that medical students must master proficiently. However, the English teaching model of medical and health colleges has been relatively backward for a long time, resulting in graduates who do not have a good command and use of medical English, unable to meet the requirements of jobs. It is difficult for them to adapt to the needs of social development, then their social recognition also declines.

With the rapid development of interconnected technologies and the establishment of various online learning platforms, online courses are prospering, and online teaching and online learning have become a new way of education and teaching. Especially during the outbreak of the epidemic, the school, as a crowded place, in order to ensure the safety of students, all courses are converted to online teaching. The occurrence of the epidemic has also

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further promoted the educational reform of higher vocational colleges, especially the online course construction of medical English, which has made major breakthroughs and realized the teaching modes of listening, speaking, reading and writing [2].

3. The Construction Objective of Medical English Online Course in Higher Vocational Colleges

Undoubtedly, higher vocational medical education is a cross-border education. Higher vocational medical English is not only a humanities course, but also a tool course to promote the development of professional ability. Therefore, the teaching goal of public English for medical and nursing majors in higher vocational college is to cultivate students' basic ability to use English in the workplace. The effective implementation of English courses can enhance students' employment competitiveness and lay a solid foundation for their future sustainable development. We should position accurately, integrate public English courses into the curriculum system of vocational talent training, and inject professional elements and practical elements into the teaching process, combined with students' future job needs, task requirements and work processes, carry out the requirement of English as a tool to service professional development and skilled personnel training in the teaching process, in order to make all reform measures be implemented [3].

During the epidemic, the goal of the online courses construction for higher vocational medical English is based on policies and strategies for higher vocational education reform, and application is put in the first place, combining English courses and work scenes organically, so that students can understand what they have learned in English. The construction of online courses for medical English in higher vocational education mainly focuses on use, which enables students to apply English to practical work. The teaching objectives and principles of the online course of medical English include the following points: firstly, taking medical English as a tool to apply it in professional development; secondly, the teaching content should be close to the students' majors, highlighting the practicability of the professional content; thirdly, in the process of teaching implementation, we must grasp the level of vocational colleges, highlighting enough and applicable; fourthly, teaching evaluation should reflect real work scenarios, highlight occupational elements, industry characteristics and professional attributes, and the content learned should be effective in the work, highlighting effectiveness. These principles are the basic attributes of public English courses for medical and nursing majors in higher vocational college, and also the prerequisites for implementing online courses construction of higher vocational public English during the epidemic.

4. Constructing Contents of Online Courses of Medical English for Higher Vocational Education

At present, during the course content design process of public English for higher vocational medical English in China, the monolingual teaching of grammar, vocabulary, sentence structure analysis, etc. is often incorporated into the teaching curriculum by referring to the college English courses of ordinary colleges and universities, resulting in professional knowledge, professional quality, professional skills cannot be effectively connected and properly integrated, which deviates from the original intention of higher vocational medical English courses. In addition, the English foundation of higher vocational students is relatively weak when they enter the university, and the difficulty of curriculum content setting needs to be evaluated effectively, so as to reduce the difficulties encountered in the implementation of curriculum content. If the content of the course is too difficult, on the one hand, the students will have difficulty in accepting it, resulting in a dull classroom atmosphere and poor teaching effect. On the other hand, the workload of teacher preparation will increase, and the evaluation of the course will hardly reach the standard value. If the content of the course is too simple, on the one hand, the English level of the students cannot be improved, and it is easy to cause students to despise English learning, on the other hand, the students are unable to do the job after graduation, losing the value of higher vocational education. Even some higher vocational colleges have not conducted investigations on the effective integration of professional and English courses, and simplified public English classes into ordinary daily conversational dialogue classes, which violates the humanistic demands of higher vocational education. When setting the content of medical English online courses, it is necessary to avoid problems, tailor the course content according to the students' English level, and integrate the English course content with the professional and working environment to create an application-oriented online English course [4].

With the design and development of network terminal products, various English learning clients integrate rich text, image, audio and video resources into one, bringing users visual and auditory experience. During the epidemic, in order to provide students with an interesting learning environment and create a relaxed and pleasant learning atmosphere, teachers have more or less referred to the settings of the English learning client when constructing online courses. The course content of medical English is integrated into the real scenes such as the communication between medical workers and the inquiry and communication between doctors and patients. Based on the actual application scenarios, students are effectively trained in listening, speaking, reading, writing and translating skills.

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It changes the disadvantage of traditional one-sided information input in class, improves students' participation in class, and enables students to accept more new knowledge and learn more new content in a relatively short time.

With the internet technology entering the 5G era, various online learning platforms have emerged in an endless stream, Weibo, WeiChat, Dingding, cloud courses, micro courses are colorful, big data information storage, internet information transmission, English corpus information retrieval technology, etc. have been developed maturely. These convenient conditions effectively make up for the lack of traditional language training room construction. Medical English online courses include micro-videos, contextual exercises, work dialogues, etc. into the teaching content, allow students to feel the online simulated working environment and apply the learned English to the actual scene, and repeatedly practice the knowledge, strengthen and consolidate them in many ways. This completely breaks through the traditional mode of leaving homework in class, transforms after-class review into after-class application, and effectively improves the English application ability of higher vocational medical students [5].

With the emergence of electronic products such as computers, smart phones and tablets, the study of online English courses has been fragmented and liberalized. The mobile interactive English learning of the smart terminal strengthens the contextual attributes of language learning and builds a personalized and collaborative English learning environment for students. As long as the internet-connected mobile phone application is opened, students can use their WeiChat, QQ and English client applications for English listening, speaking training and vocabulary memory at any time and any place according to their own progress. Using scattered time for fragmented autonomous learning, or conducting real-time interactive with teachers and classmates expands the scope of the classroom and breaks through the traditional boundaries of time and space.

5. Evaluation System of Medical English Online Course in Higher Vocational Colleges

The online course evaluation system for medical English in higher vocational education is mainly composed of two aspects: on the one hand, the teacher's evaluation of the student's learning effect, and on the other hand, the student's feedback on the teacher's online course setting. Curriculum assessment and evaluation should not only emphasize process evaluation, but also pay attention to the study of learners' attitudes, strategies and engagement in the learning process, as well as the effectiveness of learning and the final assessment of the curriculum. The process assessment mainly assesses the students'

attitude and participation in the learning process. According to the students' online learning time, frequency of answering questions, number of discussions, and after-school exercises, teachers will give certain course points. In addition, teachers can organize activities such as online English competitions, English debates, and competitions for English works. According to the students' performance in the competition, teacher can give points accordingly, and the students' performance in these two parts can be given a certain proportion in the final score of the course.

At present, there are many competitions such as writing and oral English competition in English skill competition of higher vocational colleges in China. The English skills contest is an excellent platform for the implementation of English teaching in higher vocational colleges. The implementation of the skills contest has the role of leading, supplementing, enriching, perfecting and innovating conventional English teaching. It plays an important role in teaching and learning English in vocational colleges. On the one hand, it is not only a good way and method of evaluation of education and teaching, but also an excellent platform for practical training of English courses. The effective development of the contest can not only fully reflect the effectiveness of higher vocational English teaching, but also form a certain counter-effect to English teaching and become an important starting point for promoting the reform of higher vocational English teaching. On the other hand, it provides students with a broad stage to show their English expression ability and personal style, which helps to broaden students' knowledge, improve dialectical thinking, and creative thinking skills, so that students can combine learning and use to serve professional development and the improvement of the English ability of the workplace, thereby helping to form a vivid situation where everyone can become talented and everyone can show their talents at the macro level. Focus on flexible assessment, effective evaluation, and promote learning with evaluation, and implement a flexible substitute for examination mechanism. For students who have won prizes in English skill competitions at different levels, they can directly obtain corresponding credits without taking the online course assessment. This evaluation mechanism is an important part of the assessment system for public English courses in higher vocational colleges, which helps to stimulate students' enthusiasm and initiative in learning and promotes the sustainable development of higher vocational public English teaching.

In addition, in addition to teachers' assessment of students' course learning, students' feedback on the content of online courses should also attract enough attention. On the one hand, it is a reasonable and scientific evaluation of online courses. On the other hand, it is also the basis for improving the English online courses.

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6. Summary

During the epidemic, the online courses construction for medical English in higher vocational classes is undoubtedly a new measure for education reform. This teaching method can make full use of network technology and online education platforms to achieve distance teaching. However, the setting of online content of medical English courses requires reasonable planning. It is necessary to rely on the actual English level of students to set the difficulty of the course, so that students can learn spontaneously rather than passively. The purpose of this online course is to provide students with learning resources and truly apply English to their work. In order to make effective use of resources, reasonable planning should be made in terms of platform construction, personnel allocation, funding support, selection of courses and content in the course construction process. At the same time, we must pay attention to the rigor of the teaching organization and the fun of the content, so that the online courses can inspire students' interest lastingly. In addition, after the epidemic is over, it is recommended to take online courses as a supplement to traditional teaching. After all, students' online learning cannot be supervised in real time, and the authenticity of students' learning cannot be achieved 100%. When the higher vocational colleges restore the teaching order formally, the proportion of online courses in teaching needs to be compared and analyzed in practice.

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