DIGITIZED ENGLISH TEACHING AND EDUCATION-PRODUCTION INTEGRATION

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ABSTRACT
With the development of information technology in China, the era of paper-reading has gradually transitioned into the age of screen-reading. The teaching of various subjects, combined with digitization, is keeping abreast of the times and has played a vital role in promoting talent cultivation and accelerating the integration of education and production. At present, both the digital application of English teaching and the integrated construction of education and production have achieved significant results in their respective fields, and have exerted mutual influence on each other in the course of their concurrent developing processes. Coordinating the relationship between the two and promoting their joint development are the keys to advancing the in-depth integration of education and production.

Keywords: English teaching, Digitization, the Integration of Education and Production.

1. INTRODUCTION
During China's critical period of talent reserves, schools (especially universities and colleges) are undertaking the responsibility of cultivating high-quality and interdisciplinary talents. In order to better accomplish this task, universities and colleges should actively carry out reforms in the English curriculum education model by integrating "digitization" into English education and cooperate with enterprises to jointly participate in the construction of an integrated education-production model.

2. THE APPLICATIONS OF DIGITIZED ENGLISH TEACHING AND THE ACHIEVEMENTS OF EDUCATION-PRODUCTION INTEGRATION
2.1 The Applications of Digitized English Teaching
With the advent of the big data era, "digitization" is fiercely impacting traditional disciplinary fields with its convenient dissemination methods and huge information reserves. Influenced by big data, various disciplinary education models are gradually transforming to digitized types. English, as one of the most established educational disciplines in China, plays an important role in cultivating talents and representing China's international image in the process of entering the international community. Therefore, its development process has been highly valued in the country. Over time, China's English language teaching has formed a unique and comprehensive system, and the level of education in English has been gradually improved.
The application of big data technology has brought new development space to English teaching, and the "digitization" of English teaching has become the mainstream trend in English education and has achieved fruitful results, with the most representative being large-scale open online

courses (referred to as MOOC). The successful establishment of MOOC has realized the idea of establishing a cloud-based university. A large number of experienced teachers in China's education system have joined MOOC and conducted splendid and professional English courses on the platform. MOOC have gradually freed the learning of English courses from the limitations of space and time, enabling students to receive guidance from professional English teachers and foreign teachers without leaving their homes. The variety of English courses has attained comprehensive coverage ranging from basic vocabulary instruction to IELTS and TOEFL teaching. The threshold for English learning has constantly decreased, and even learners with zero foundation can find suitable courses on the MOOC platform. At present, many schools and English educational institutions are fully utilizing the advantages of the MOOC platform, combining online and classroom teaching together to enrich their educational resource reserves and improve their English teaching effectiveness.

The SPOC-based (small private online classes specializing in various subjects) digital teaching resource platform is an extension of MOOC's development and also a significant milestone in the process of digital application in English teaching. MOOC provides a sharing platform for course resources, while SPOC-based digital teaching resource platform integrates and manages a large number of course resources to achieve customized and personalized allocation. When users learn English on the SPOC-based digital teaching resource platform, the platform will provide exclusive services by monitoring their learning habits and abilities, and customize efficient learning plans for individual users.

Traditional English teaching only focused on cultivating students' exam-taking ability and neglected oral English teaching, resulting in students being trapped in the dilemma of being proficient in reading and writing but unable to communicate effectively. The emergence and rise of SPOC-based digital teaching resource platform helps to solve the problem that the practical application level of English determines the upper limit of traditional English subject learning. The platform adopts a new curriculum teaching model of flipped classroom, transferring the leadership of learning from teachers to students. Before class, students independently preview and understand the learning content, and thus their independent thinking ability is cultivated. During the course, students deepen their understanding of the previewed content by watching English teaching videos, and engage in English communication exercises with teachers or classmates based on this theme. Through online and classroom English communication and interaction, students improve their cross-cultural communication skills. After the course, students evaluate the course and provide feedback and suggestions based on their own English learning situation. This "digital" English teaching model has achieved an effective combination of subjectivity and objectivity, of English teaching resources and learning needs, and has played a significant role in improving students' English learning level and language application ability.

2.2 The Achievements of Education-Production Integration

China has a large population and hence fierce competition thrusts itself in various industries. Developing a professional skill during the process of education can help individuals establish themselves better in the society. At present, the number of undergraduate students is continuously on the rise every year, and the types and numbers of industries are also increasing with the development of the times. However, there is still a mismatch between talents and jobs. Graduates from schools seem not fully equipped with the skills required by enterprises, and there is a great gap between supply and demand. To address these problems, Chinese educational authority

vigorously advocates the integration of education and production, and is committed to the integrated construction of education and production.

In response to national policies, both institutions and enterprises have been engaged in deep cooperation for mutual benefits and reciprocal cooperation. Universities and colleges are actively carrying out vocational education, adjusting the structure of professional courses and shifting the focus of education from textbook education to the improvement of practical abilities to cultivate high-quality talents with professional skills according to the needs of enterprises and provide a solid human resource foundation for the development of enterprises. As for the enterprises, they have regularly organized publicity campaigns on campus, integrating industry elites into the faculty team. They are also overseeing, on their own part, the education and training of talents in universities and colleges, and providing a large number of internship positions for the school, thus further improving the compatibility of talents and work. In this way, enterprises in China have managed to provide a rich practical foundation for universities and colleges. During the process of college-enterprise cooperation, colleges and universities have achieved a transformation from the popularization and generalization of talent cultivation to individuation and specialization, and enterprises have also obtained sufficient conditions for industrial transformation and upgrading. The construction of an integrated industry-education system has played a promoting role in the coordinated development and contractual cooperation between schools and enterprises, and to some extent alleviated the problem of unemployment among college graduates. The integration education and production plays a significant role in the logical allocation of talent and work resources in China.

3. THE RELATIONSHIP BETWEEN THE DIGITIZED ENGLISH TEACHING AND THE EDUCATION-PRODUCTION INTEGRATION

3.1 The Conformity between Digitized English Teaching and Education-Production Integration

Cultivating high-quality interdisciplinary talents is the internal driving force of schools in promoting the integrated construction of education and production, while the motivation of enterprises in doing the same thing lies in improving production efficiency and obtaining economic benefits. The digital application of English teaching can meet the needs of both. Under the guidance of China's "bringing in" and "going out" strategies, more and more enterprises are entering the international market, leading to a gradually increasing demand for talents with high-level English proficiency. One of the most effective ways to improve the comprehensive English proficiency of talents points to the digital application of English teaching, which, known as an important link in the innovation and improvement of school teaching models, aligns with the integrated construction of education and production. The digital application of English teaching plays an important role in promoting education-production integration in the field of the English language.

3.2 The Mutual Promotion between Digitized English Teaching and Education-Production Integration

The integration of education and production is divided into two parts: "production" and "education". Correspondingly, schools and enterprises function as the two main bodies mutually promoting each other. The best way for schools to play a leading role in the integration of education and production is to improve education methods and cultivate high-quality talents. The reasonable use of SPOC-based digital teaching resource platform and MOOC platform has led to the rapid

development of English "digitization" application in schools. Through digitization, schools can cultivate English talents with multi-disciplinary backgrounds needed by enterprises with faster efficiency and higher quality, and promote the education-production integration.

At present, the development of the English subject is encountered with bottlenecks. Due to the separation of their majors and other disciplines, many English learners are limited to "learning English" and neglecting the cultivation of ability to "put English into real use" in the learning process. What's more, learning English grammar and vocabulary by rote occupies a lot of time in English learning, which makes it difficult to cultivate high-quality interdisciplinary talents majoring in the English subject. A vast number of graduates majoring in English have ended up working in fields and industries not consistent with their specialties, with some of them choosing to pursue postgraduate programs in other specialties to acquire knowledge and skills in a different field. Those who do secure employment within their learning field tend to pursue a lifelong, one-fold career such as translation and English teaching. The integrated construction of education and production attempts to solve this problem by integrating the learning of English knowledge, regarded as a means rather than the end itself, into professional skills, and combining it with other fields of learning to develop distinctive English learning courses. Under the influence of the integration of production and teaching, new teaching content has emerged in English online courses. New courses such as English+Internet, English+oil have sprung up, enriching and benefiting the interdisciplinary learning of the English language. The "digital" application of English teaching is developing towards practicality and diversity.

4.THE OUTLOOK OF DIGITIZED ENGLISH TEACHING AND EDUCATION-PRODUCTION INTEGRATION

4.1 Further Integration in the Light of Exploration into Characteristics of Both Sides

The digital application of English teaching is a product of the combination of big data and traditional English teaching. It has the characteristics of rich information, convenient access, and efficient methods, which can make up for the shortcomings of traditional English education methods and have unique advantages in cultivating English talents in the new era. As a new form of education, if the digital application of English teaching is to continuously innovate its content, it should combine the English subject with the production factors of enterprises, i.e. combine vast knowledge resources with the needs of enterprises, keep up with the times, and launch new teaching courses that can incorporate other professional courses into English learning. Electronic textbooks should be three-dimensional, and various digital tools such as electronic databases, multimedia videos, and electronic lesson plans should be used to support the integration of English teaching with other majors. The construction of an integrated education-production system is a necessary measure for industrial transformation and upgrading, which features good synergy, high resource integration, and mutual benefit. Compared with schools, enterprises have stronger scientific, technological, and resource support, and have more experience in the application of digitization. In the process of exploring the application of English digitization in schools, enterprises can provide assistance as needed, help universities and colleges solve difficulties that arise in the exploring and developing processes, and dispatch professionals, when necessary, for technical guidance.

The deep combination of digitized English teaching with the integrated construction of education and production requires a high degree of cooperation between enterprises and schools. On the part of schools, the first step is to clarify teaching objectives and better understand the attributes of

talents needed in today's enterprises as well as the the techniques to cultivate high-quality talents. In light of these understandings, universities and colleges should set out to formulate a sound talent cultivation mechanism. Secondly, schools need to improve the current digital English teaching mode by adding the element of "putting the English language into practical use" to the integrated educating mode of teaching, learning, examination, and management. In the process of improving students' grades in English examinations, we should attach importance to cultivating their English applying ability, and by utilizing the rich resources of digital application in English teaching, engage students in various authentic English-using activities and scenes so as to improve their English communication ability. Thirdly, technological innovation must be emphasized. The application of digitization in English teaching requires much more advanced technology than traditional English teaching. Schools should actively introduce advanced technology, create a school-specific digital education system, and efficiently integrate educational resources. Finally, it is necessary to gradually carry out and develop school-enterprise cooperation. In the initial stage, cooperation with small and micro businesses can be carried out for the sake of accumulating experience. In this preliminary process of cooperation, the digital teaching mode of English can be improved, and after a comprehensive and sophisticated school-enterprise cooperation mode has been formed, more in-depth cooperation with leading domestic and overseas companies can be gradually carried out. This mode not only provides schools with more growth opportunities, but also equips students with various types of development platforms from small and micro enterprises to listed companies, offering more choices for their future career development. As far as enterprises are concerned, the first step is to clarify their own talent needs based on industrial transformation and development, and provide specific training plans for English talents in professional fields for schools, achieving a balance between talent cultivation supply and demand. Secondly, it is necessary for enterprises to increase their investment in universities and colleges. The popularization of digitized English teaching is not achieved overnight, and its developing process requires a large amount of funds, manpower, and technical support. High-quality investment by enterprises can promote the emergence of new English "digitization" products, new courses, and new tools, accelerate the cultivation of English talents, and in turn bring high rewards to enterprises themselves. Finally, enterprises need to strengthen their own image construction, and in school-enterprise cooperation, they should maintain a contract spirit, which means they should not interfere with the normal teaching order of the school at their own will. Once a good corporate image of an enterprise has been established, it can go on to seek opportunities for cooperation with higher-quality universities.

4.2 Establishing a Feedback Mechanism and Forming a Management Team

The integration of digital English applications into the construction of an integrated education-production system involves a long process of exploration, in which opportunities and challenges coexist. Establishing a sound feedback mechanism is of great significance for its long-term development. The improvement of content and mode is essential for English digital applications to meet the needs of enterprises. The combination of the English subject and professional knowledge, sometimes handled without much experience, may make the learning content in online courses too specialized for students lacking the necessary foundational knowledge. This situation can seriously affect the cultivation of talents and cause the digital application of English to deviate from the desired track, forming a negative effect which hinders progress instead of promoting it. Therefore, it is necessary for enterprises and schools to jointly establish a feedback mechanism

and form a dedicated management team to provide feedback and solve problems in the developing process of English digitization. By observing the performance of students and teachers and the effectiveness of students' knowledge acquisition in English digital application of teaching and learning, the management team can identify the deficiencies in the current education model. Through recording and summarizing the internship process of students in enterprises and studying the difficulties they have encountered during their internship, the management team of English digital application will be able to analyze the abilities college students lack in their learning process, and provide timely feedback to seek solutions. Through real-time observation, timely feedback, effective correction, and other intervening methods, experience will be continuously accumulated in the process of digitizing English teaching and learning, gradually fitting into the construction of education-production integration.

3.3 Seeking Content Innovation and Enhancing Development Vitality
The digital application of English is currently in its initial stage of development, and there is broad room for innovative development in the future. In terms of content, teachers need to break through the constraints of the single combination of English and translation, actively explore the possibility of integrating English with other disciplinary fields, and enrich online courses on the basis of traditional courses such as grammar teaching. In terms of teaching methods, teachers should play a leading role in digitized English teaching, serving as leaders rather than controllers, like they did in traditional teaching. They should actively guide students in self-directed learning and interactive communication, allowing them to deepen their memory and flexibly apply knowledge through practice after receiving it. Only by continuously seizing development opportunities and seeking innovation can English digitization maintain sufficient development vitality in the construction of an integrated education-production system.

5. CONCLUSION
In short, in the process of pursuing the coordinated development of English digital application and the integration of education and production, it is necessary to follow the basic laws of educational development and incorporate English digital application into the education-production integration as an effective support for the integration while maintaining the quality of English education and teaching in schools.

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