

Analysis of English Teaching Reform in Higher Vocational Colleges Based on the Concept of Vocational Education

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Abstract

There are still many problems in Higher Vocational English Teaching in China. Higher vocational English teaching should adhere to the basic direction of "service-oriented, employment oriented", highlight the applicability and practicality, and reform all aspects of teaching. Finally, practical English teaching is the goal to improve students' English application ability. To cultivate higher vocational talents to meet the needs of society.

Keywords

Higher vocational education; English teaching; Reform in education.

1. Introduction

In order to cultivate talents suitable for social development, higher vocational colleges begin to pay attention to comprehensive training methods. From the curriculum, teaching methods and teaching philosophy and other aspects of diversified innovation, so that students can be more confident after entering the job, the ability is more prominent. After the reform and opening up, China's economic and cultural exchanges with many other countries are increasing. Therefore, English, as a universal language in the world, has become more and more important. Higher vocational colleges should deepen English education with the concept of vocational education, constantly reform and innovate, and cultivate more outstanding students.

2. The Characteristics of English Teaching Reform in Vocational Education

First, vocational education should be fully highlighted in the process of English teaching reform, and the English education and vocational skills training should be effectively integrated, and students' English communication ability and professional quality should be improved constantly, so that students can have good competitiveness in the future employment. Second, through the reform of English Teaching in higher vocational colleges, students can be taught to treat the task correctly and to finish all tasks efficiently, so that students can learn constantly and solve problems by applying the knowledge they have learned [1]. The vocational English teaching will attach importance to the students' professional development, create professional teaching situation for students, so that students can use English in this situation, while improving the learning effect, they can further improve their working ability. Third, teachers arrange the projects in order, integrate them into the task reasonably, and do not affect the students' continued learning. According to the requirements and workflow of enterprises and posts, special tasks and working scenarios are set for students, which can enable students to complete tasks in simulated working environment and improve their English skills and practical ability. Through this way, the aim of learning can be highlighted, and the students can clearly define their learning objectives.

3. An analysis of the Objectives of English Teaching Reform in Higher Vocational Colleges

As higher vocational education is subordinate to vocational education, it is necessary to continuously improve students' practical ability in talent training. Higher vocational colleges should reflect and reposition the existing teaching objectives in time to find out the problems existing in Higher Vocational English teaching. English Teaching in higher vocational colleges needs to fully improve students' English ability. Combining teaching content with students' work can not only cultivate students' professional ability, but also further improve students' comprehensive quality and English application ability. Because the teaching content will not be invariable, therefore, before carrying out teaching, teachers should understand students' professional characteristics and future professional characteristics, carry out teaching in a targeted way, and adjust the teaching content in time, so as to improve students' learning enthusiasm and initiative, and enable students to use knowledge to solve problems [2]. Higher vocational colleges continuously transport talents of the first production line for the society and enterprises. Most of the students they train have solid skills, and they need to master and operate various production equipment and tools. In this case, it is necessary to ensure that vocational English teaching content is related to students' occupation. It is necessary to strengthen the investigation of students' work posts, absorb the suggestions of technical personnel, and adjust the teaching content appropriately, so that students can apply what they have learned. Due to the rapid development of computer technology, the equipment introduced and used by many enterprises will have professional computer technology support. In these devices, there will be English instructions and precautions. When students go to work, they should translate and interpret the contents accurately in order to use the device correctly. Therefore, in addition to adjusting the existing English teaching objectives, higher vocational colleges should also adjust the teaching content in time to ensure that students master work-related English knowledge and skills.

4. Current Situation and Problems of English Teaching in Higher Vocational Colleges

4.1. The Teaching Goal Is Not Clear

The training goal of Vocational and technical education is different from that of general higher education. General higher education focuses on training general professional talents, while vocational and technical education focuses on training technical applied talents. The teaching goal of higher vocational colleges is to cultivate students' application ability. It should not only cultivate students to have the necessary knowledge of English language, but also emphasize the ability to use English to carry out relevant foreign business. There is a serious gap between the current English teaching and practical application in higher vocational colleges. In practice, some copy the teaching plan of the University, some use the teaching plan of technical secondary school. The curriculum is not reasonable enough; The content of the course is not professional and systematic, and it is too simple, has no connection with the major, and does not meet the requirements of the major; They don't pay enough attention to skill training and have too few practical teaching hours [3]; There is a serious gap between public English and professional English. The ambiguity of teaching objectives has become an important factor that restricts and affects the quality of teaching and even the quality of students' training.

4.2. Backward Teaching Mode

Higher vocational English education still follows the conventional mode of undergraduate education, which is teacher centered and knowledge-based. There are some problems in

teaching, such as paying attention to imparting knowledge and neglecting skill training; Pay attention to exam oriented teaching, light quality education. Therefore, it has lost its due teaching effect. It limits the development of students' potential. Students' autonomy, subjectivity and practicality are difficult to achieve in such a teaching mode, which can not effectively achieve the purpose of cultivating students' practical language ability. After several years of study, the students still can't even speak the most basic daily conversation, let alone have the ability to translate product instructions, draft common English correspondence and other English applications. This mode does not match with the orientation and development of Higher Vocational English education, and basically deviates from the employment oriented and ability oriented concept of higher vocational education.

4.3. The Construction of Teaching Staff Lags Behind

The quality of teaching staff determines the quality and characteristics of talent training. Higher vocational colleges train higher technology application-oriented professionals. Therefore, teachers in higher vocational colleges should not only have solid theoretical knowledge and higher teaching level, but also have strong professional practice ability and rich practical work experience. They are a team of teachers with one specialty and multiple abilities. But the reality is that most of the English teachers in higher vocational colleges are English majors with no industry practice background and lack of practical work training and experience accumulation. When teaching professional English such as logistics English and accounting English, it is difficult to do it well due to the lack of relevant professional knowledge [4]. In addition, many English teachers have misplaced and deviated educational concepts, and lack of understanding of the basic characteristics and particularity of Higher Vocational English teaching, which makes it difficult to adapt to higher vocational English teaching. Therefore, the construction of English teaching staff in higher vocational colleges needs to be strengthened.

4.4. The Textbook Is Not Characteristic and Practical

The choice of teaching materials is the key to the realization of teaching objectives. The existing English planning textbook for higher vocational education is only a kind of universal guiding textbook. Its content is too general and general, and it lacks professional characteristics and industry needs. Moreover, the situation of different regions, colleges, departments and even majors varies greatly. Using the same set of textbooks obviously lacks flexibility, pertinence and practicability. Therefore, we need to develop a series of teaching materials that adapt to the combination of theory and practice of higher vocational college students.

4.5. The Construction of Teaching Environment Is Insufficient

For various reasons. Many higher vocational colleges are short of funds for English teaching infrastructure construction, and modern teaching facilities such as computer network, multimedia and other equipment are short and simple. As a result, the teaching method is mainly the traditional "blackboard + chalk + tape recorder" mode, and modern educational technology is rarely used for teaching, which limits the enthusiasm and creativity of students, The interest of learning language has not been brought into full play, which is not conducive to the cultivation of students' English thinking ability and English application ability. It also limits the further development and reform of English teaching, and it is difficult to improve the quality of teaching.

4.6. Unscientific Evaluation System

At present, most higher vocational colleges still adopt the traditional summative evaluation system. Take one or several examinations as the only standard to evaluate students. All these are focused on testing students' basic language knowledge, but not on other comprehensive

abilities. This is incompatible with the goal of cultivating applied talents in higher vocational colleges.

5. Measures of English Teaching Reform in Higher Vocational Colleges

5.1. Accurately Positioning Teaching Objectives and Highlighting Professional Characteristics

The reform of English Teaching in higher vocational colleges should be guided by the training objectives of vocational education and the teaching objectives should be accurately positioned. This paper takes the combination of engineering and learning as the starting point, obeys the teaching law of vocational education, and takes employment as the guidance. Through investigating the situation of the reform of the mode of combining engineering with learning, the paper summarizes the working ideas and teaching contents of English teaching reform [5]. In combination with the needs of students' professional ability improvement and career development, the goal of English Teaching in higher vocational colleges is to train students' ability to complete the target job with English and pay attention to practicability and professionalism. Highlight professional characteristics.

5.2. Reform the English Teaching Mode

Teachers should change their traditional ideas, set up innovative ideas, change the "Teacher centered" teaching mode to the "student-centered" mode, and change the focus of knowledge teaching to ability training. That is to say, changing "lecture hall" into "school". We should change passive learning into active learning, and integrate the cultivation of listening, speaking, reading, writing and translating abilities into the whole teaching activities; It is necessary to arouse students' enthusiasm in learning English to the maximum extent; We should continue to carry out new teaching practice, focusing on improving students' practical ability of English. It can also organically combine classroom teaching with extracurricular practice, such as game, group discussion, report meeting, speech, competition, debate, role play, simulated dialogue, etc., so as to provide students with opportunities to use language creatively and cultivate and improve their ability to use language. In order to get twice the result with half the effort, the school can also make students go to the society for practice.

5.3. To Build A Team of Double Teachers and Improve the Level of Teachers

In the process of Cultivating English talents in higher vocational colleges, English teachers play a decisive role in the success or failure of English education. English teachers in higher vocational colleges should not only master English knowledge. But also to understand some of the relevant professional knowledge, "double qualification" teachers is the most vocational characteristics, but also the best teaching staff. How to strengthen this team? First of all, higher vocational colleges should broaden the sources of Higher Vocational English teachers, constantly introduce high-quality teaching talents with both practical ability and high theoretical level to enrich the teaching staff and improve the reasonable structure of teachers; Secondly, we should tap the potential of the existing English teachers in the school, in addition to actively encouraging in-service teachers to continue to pursue relevant professional degrees. We should also organize teachers to practice in grass-roots enterprises on a regular basis to get familiar with its operation and obtain the latest market information. At the same time, colleges and universities should also encourage English teachers to strive to be export salesmen, business teachers, tour guides and translators to improve their overall quality. Adapt to the requirements of school teaching. Finally, strict management of teachers, the development of corresponding regulations on teacher management, incentive mechanism, clear rewards and penalties. Reward excellent teachers. The mediocre and incompetent should be criticized, educated, postponed or underemployed. The school should also provide teachers with the

opportunity to continue teaching and further study, and constantly cultivate high-quality English teaching talents.

5.4. Do A Good Job in the Selection and Development of Teaching Materials

Choosing a good textbook is one of the important ways to reflect the teaching goal, teaching mode and achieve the teaching purpose. In the selection and development of teaching materials, first of all, we should pay attention to the communicative function of language, and highlight the post characteristics on the basis of considering its professional characteristics. In the design of teaching materials, a large number of materials, such as product introduction, operation instructions, maintenance guide and so on, which students will come into contact with after graduation, can be added, supplemented by corresponding classroom activities, rather than being too professional and academic; Secondly, the practical content of the textbook should be highlighted, and the practical content should be included in the textbook, so as to compile the professional English textbook suitable for the main professional courses of our college.

5.5. Strengthen the Construction of Teaching Environment

Network and multimedia technology has many advantages, such as wide coverage of information, fast transmission, learning without time and space constraints, information sharing and so on, which is conducive to improving students' learning initiative and learning effect. The powerful interactivity of the network and the distinctive personalized learning style will also completely change the traditional single teaching mode of "teacher classroom textbook" as the center. We should increase the investment in the construction of English teaching environment and ensure that there are sufficient language laboratories, multimedia and network equipment for teaching. Teachers should adopt all kinds of advanced teaching methods to create a lively teaching atmosphere and accomplish the task of English teaching [6].

5.6. Reforming Test and Evaluation Methods

The content and question type design of English language test in higher vocational colleges should pay attention to practicality. The basic knowledge of language is examined. It also tests the ability of applying English, so as to evaluate the students' real language level more scientifically, fairly and objectively, and make the cultivation of talents consistent with the social needs. At the same time, we should not simply use summative evaluation to evaluate students, but should combine formative evaluation. We should not only pay attention to students' academic performance, but also discover and develop students' potential in many aspects, understand students' development needs, help students understand themselves, establish self-confidence, give full play to the educational function of evaluation, and promote students' development at the original level.

6. Conclusion

To sum up, according to the characteristics and objectives of Vocational English education, this paper analyzes and discusses the English teaching reform in higher vocational colleges. This paper focuses on the construction of a new English learning and teaching system, so that students can master not only the language, but also a prominent professional skills. I believe this new teaching concept can add a color to English Teaching in higher vocational colleges, improve students' English learning performance and enhance the practicability of English learning.

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