

Thoughts on the Reform of Public English Teaching in Higher Vocational Colleges with Chinese and Western Culture as the Interest Point

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Abstract: With the continuous development of higher vocational education reform, public English practice teaching in higher vocational colleges has become an important task at this stage. According to the investigation and analysis, the former public English teaching model has been unable to meet the actual learning needs of students at this stage. According to the actual demand of employers for public English at this stage, enterprises need talents with good oral communication ability and public negotiation ability, that is, compound English talents. However, the students cultivated by the traditional teaching and training methods have low practical ability of public English and poor English communication ability. Therefore, schools should timely update and adjust the existing teaching mode, adjust the existing curriculum system structure and so on. To realize the organic integration between teaching and practice, effectively improve students' English application and communication ability, and meet the needs of employers for graduates' English ability.

Keywords: Vocational college public English; Chinese and Western culture; Teaching reform

Fund Project:

Provincial special project of Shaanxi Provincial Department of Education: Clinical study on the treatment of melasma by self-made Qibai Powder Mask combined with water oxygen meter, project number: 18JK1017.

The main task of the teaching reform of higher vocational education is to first take the cultivation of ability as the main development core, and then take the employment development as the main guiding mode. As far as the actual development of the present stage is concerned, practical teaching should be given great attention and regarded as the top priority for personnel training. The curriculum of higher vocational colleges should establish an effective connection with the actual needs of social development in time. For the relatively weak link of public teaching, the knowledge of Chinese and Western culture should be introduced into public English teaching and culture should be integrated into it. This helps learners to have a more detailed understanding and analysis of English cultural knowledge, and can also improve students' practical use of public English.

1. Briefly describe the important role of Chinese and Western culture teaching in public English teaching

1.1 Highlight cultural and linguistic relations

Language and culture are two components that need to be paid attention to in language teaching. In the process of English teaching in traditional vocational colleges, language teaching needs to highlight the charm of language itself. It includes the explanation of vocabulary, discrimination, grammar and other related knowledge, and the expression or understanding of reading themes. However, this is not enough for students who are about to enter social work. It is necessary to integrate cultural knowledge in the language, as well as the contrast and difference between Chinese and Western cultures, in order to improve students' understanding and mastery of English knowledge.

1.2 Basic English curriculum standards

It is clearly pointed out in the curriculum standards of higher vocational English that in the teaching and guidance of discipline literacy, we should pay more attention to the language section and describe it in detail. Enable students to acquire relevant skills in the daily learning process by recognizing, understanding and respecting the world and other multicultural knowledge. When conducting cross-cultural communication in daily life and the workplace, I can make full use of the knowledge I have learned to carry out cultural communication, and reflect the value orientation and development direction of the core quality of English from the aspects of diversified communication. Therefore, when vocational teachers conduct public English teaching, they should take English knowledge as the core basis and fully gather more Chinese and Western cultural elements into it. In this way, it can effectively reflect the similarities and differences behind Chinese and foreign languages and cultures, and also provide students with a more adequate application basis.

2. Briefly describe the main factors of low interest in English teaching in higher vocational colleges

2.1 Students have low confidence in learning

Interest is the best teacher for students to learn, and they also need to have self-confidence while having a good interest in learning. Self-confidence is also the main source of motivation to stimulate students' self-inquiry learning ability. In daily life, students in higher vocational colleges may be affected by exams or actual communication ability^[1]. A large number of students may be tired of learning or have anxiety about English knowledge learning, and students' self-confidence may also be affected accordingly.

2.2 Lack of reasonable learning environment

According to the investigation and analysis of the actual learning situation of students at the present stage, although most students like to watch American TV series and may learn a few sentences along the way, they have little interest in learning actual knowledge. The main reason is that students have their own special context and communication methods in daily life. However, students in higher vocational classes can not have a strong interest in learning public English knowledge. If students always regard public English knowledge as a subject to study, it will not only be more difficult to learn, but also the actual pressure will be relatively large.

3. Briefly describe the reform plan of public English teaching in higher vocational colleges as a point of interest

3.1 Create workplace context to meet students' learning needs

Because most of the students in higher vocational colleges are born after 2000, their learning needs have changed greatly. Some students' interests and hobbies also change over time, such as watching movies, playing video games, traveling, etc. When conducting public English knowledge guidance for students at this stage, teachers need to take interest as the main entry point^[2]. In public English teaching in higher vocational colleges, the initiative of students should be fully brought into play. The effect of giving full play to the initiative is far greater than the effect and function of teachers' infusing knowledge. Then, teachers can restore the workplace environment for students in combination with the actual situation, so that students can improve their creative ability in practice and gain rich experience. At the same time, it can also fully meet the students' individual development needs and fundamentally improve their English communicative ability.

3.2 Simulate the working environment and introduce actual classroom teaching

To create a simulated working environment for students, the main purpose is to allow students to fully understand the practical application of English. For example, teachers can simulate the process of foreign guests attending lectures on campus, and students can be invited to act as guides. Due to the different habits of each country, there may be differences in eating at noon. In public English classes, teachers can guide students to create a daily working environment and set up different role playing activities. By integrating emotional colors into it, we can not only vividly restore the work scene, but also effectively stimulate students' intrinsic motivation and interest in learning, so that students can learn more experience and knowledge from the Western working environment. It can not only improve students' English level, but also improve their knowledge mastery and application ability. In addition, teachers also need to strengthen the introduction of cultural knowledge and background, so that students can understand the actual environment and atmosphere of the workplace in the future. Language and culture is a system covering a wide range of knowledge, including knowledge, belief, art, morality, law and other fields. Students' integration into roles is an important way for students to understand cultural background and master language knowledge.

3.3 Pay attention to ability improvement and improve teachers' teaching ability

As a vocational English teacher, it is necessary to keep pace with the development of The Times in a timely manner, only after

constantly enriching their English culture and practical application ability in the workplace, as well as a detailed understanding of the local customs and customs around the world. Only in public English teaching can teaching content and cultural knowledge be fully integrated into teaching activities, which can not only improve students' interest in learning, but also better understand the knowledge. It can be seen that English teachers not only need to have a solid basic knowledge, but also to keep abreast of the development and changes of The Times and information resources. Only after having a solid English foundation can students learn the latest information in time and effectively stimulate their desire for self-inquiry.

In the process of the reform and development of education and teaching, the learning of grammar knowledge and vocabulary knowledge may be boring. In view of this situation, teachers can fully integrate Chinese and Western cultural knowledge into the guidance, and select some images and videos. Use animation and audio-visual organic combination of teaching guidance. The students' hearing and vision can be stimulated more effectively and effectively, which is also conducive to the further deepening of students' inquiry learning. In fact, compared with the actual knowledge level, the teacher's own vision level may be more suitable for introducing fresh and interesting experiences, which will correspondingly increase the actual charm of English class and attract students' attention and interest in learning to a greater extent.

3.4 Attach importance to development needs and integrate public English teaching resources

In the teaching process of higher vocational colleges, whether it is the basic section or the expansion section, the public English teaching should highlight the professional characteristics in the first place. It is necessary to fully meet the needs of multiple subjects, including students, enterprises, schools, industries, industries, etc. In the daily teaching process, teachers need to delete the content that has nothing to do with the public English course according to the actual situation, so as to effectively enhance the practicability of the public English course. When designing the curriculum structure, teachers can integrate the situational teaching method into it and set up language ability training activities for students. Such as daily work oral English, workplace English translation, writing, etc., effectively improve students' workplace foreign communication skills.

In terms of the development and utilization of teaching resources, the new curriculum points out that the curriculum resources involve text resources, digital resources, teaching equipment resources and so on. In the process of public English teaching reform in higher vocational colleges, teachers need to select teaching resources according to the actual situation, supplement channel resources from the fundamental level, and integrate political, professional, practical and timeliness. Schools should also provide students with sufficient online and offline mixed teaching resources, provide intelligent classrooms, language, comprehensive training classrooms, etc., and provide students with sufficient technical support. With the efforts of local resources, life resources, industry resources, and characteristic resources, we maximize the ability to provide students with rich English learning experience and organically integrate daily practical life with work and study.

Concluding remarks:

All in all, in the reform and innovation of public English teaching in higher vocational colleges, it is necessary to keep consistent with the pace of development of The Times as the main development point. Taking Chinese and Western culture as the main interest point, the course is organically combined with the content of teaching materials and the knowledge of regional characteristics and culture. The reform measures and programs suitable for public English teaching should be formulated reasonably by using scientific and reasonable programs and means. This not only helps to improve students' comprehensive quality and ability, but also can improve students' public English communication ability and use ability. At the same time, it is also convenient for students to form the correct values and development concept. Teachers should also update and optimize their own teaching concepts in time, improve their lifelong learning ability from the perspective of professional level, and provide favorable basic support for public English teaching.

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