

# Analysis of English Teaching Methods in Higher Vocational Based on Oral English Skills Competition

Ruiying Pan\*

Henan Procuratorial Vocational College, Zhengzhou 451191, Henan, China.

**Abstract:** The main guiding principle of the oral English skills competition is practicality and application, that is, the main purpose of the contest is to give priority to practicality. At the same time, English needs to provide its application scope and frequency. The main purpose of the competition is to train the ability of oral English expression and use of communication in workplace for vocational college students. In the views of vocational college students, taking part in the competition has the role of promoting learning. Under the background of the oral English skills competition, the requirements for the quality of English teaching in higher vocational colleges are naturally improved. In the whole process of higher vocational education, students' oral ability also has a profound impact on their learning and employment. Higher vocational education is an indispensable part of China's higher education system, which undertakes the mission of cultivating practical talents. It has become an important embodiment of the education reform of major vocational colleges to select excellent talents by holding skills competitions, and it is also the way to accelerate the construction of specialties. In this paper, the oral English skills competition for higher vocational English teaching methods are analyzed and discussed, the existing problems at this stage are considered, and effective teaching methods reform suggestions are put forward.

**Keywords:** Oral English Skills Competition; Vocational College; English Teaching; Method Analysis

Oral English skills competition is an excellent platform to test the English application ability of vocational college students. Its competitions such as "workplace description", with charts and other auxiliary tools, the contestants extract a picture or a piece of data for understanding, and use their own expression ability and English logic for oral description; "situational communication" project is to extract specific situations and has one-on-one conversation and question & answer with foreign examiner. A debate mechanism was also introduced in the second game of the final, in which the pros and cons demonstrated their oral English level through an impromptu debate on hot spots. On the other hand, it is also a display of English teaching achievements in higher vocational colleges. For the development of students and the improvement of education quality, higher vocational colleges should actively adapt to the new situation of English education development, actively participate in various skills competitions, and integrate teaching practice into the competition, in order to explore teaching laws, deepen teaching reform, and effectively improve teaching quality.

## 1. The current situation and problems of oral English education in higher vocational colleges

### 1.1 Current situation of oral English education for vocational college students

First of all, from the perspective of students. The starting point of higher vocational students and undergraduate students in high school is not the same. There are few students who have high self-control and insist on further study after university. With weak learning foundation, relatively few students have higher interest in English learning and sometimes they are not able to

learn deeply. Although they have a certain foundation of English learning, advance to speaking and listening, their ability is relatively not very outstanding. Many higher vocational students are not good at English because of their lack of solid English foundation in middle school, and they are shy of speaking in the process of English learning, which leads to their inaccurate pronunciation and intonation.

Secondly, from the perspective of teachers and schools. The atmosphere for vocational students to practice oral English is not good enough. First of all, the English teachers in higher vocational colleges do not have a high level of oral English, and the teaching content is more focused on reading and writing, so the oral teaching environment is limited. Second, the requirements of higher vocational colleges for students' certificate examination are more than practical, and the requirements in English level examination are not high, as well as the assessment of English application ability is not as important as that of undergraduate colleges. Therefore, there is a lack of emphasis on students' oral English teaching. Third, although some teachers realize the importance of oral English teaching in higher vocational colleges, the teaching mode of the school is relatively traditional and simple. Monotonous teaching methods can not mobilize the enthusiasm of students for oral English learning, which is obviously not conducive to the improvement of oral English ability.

## **1.2 Problems in English skills competition**

In the education system of higher vocational colleges, English teaching activities are relatively boring, which leads to the low enthusiasm of students. Under the background, the oral English skills competition emerges as the times require. On the one hand, it enriches the teaching content of higher vocational colleges, on the other hand, it brings enlightenment to the later English course learning, and many problems can be seen from the process of the competition.

First of all, although the contestants in the competition are excellent students from various higher vocational colleges and can only come to the competition field after selection and training, it can be seen from the competitive level that as excellent students of spoken English in higher vocational colleges, their basic skills and practical application ability are still deficient. Secondly, the participants of oral English skills competition generally have the problems of weak foundation, including lack of pronunciation accuracy and oral organization ability etc.. In addition, the psychological quality of the participants also needs to be strengthened. Some students participate in large-scale competitions for the first time, and psychological anxiety and tension will also affect their performance. Third, many teachers in higher vocational colleges don't pay attention to the return visit after the competition. Without communication with the students in time about the performance of the competition and affirmation, as a result, students' confidence is insufficient with interest decline in learning English has declined.

## **2. The positive influence of oral English skills competition on higher vocational English teaching methods**

The Ministry of Education has issued a document stating that the skills competition in vocational colleges is conducive to the development of vocational education, the improvement of school running quality and the growth of school running efficiency. Skills competition can be said to be one of the practical activities of vocational education. Oral English skills competition and other professional skills competition are essentially to test students' learning results, which is one of the references to test the quality of vocational education. At the same time, it is also an important reminder to urge teachers, students and schools to pay more attention to oral English learning. Subdivided into various aspects, based on the oral English skills competition, vocational English teaching methods will reap the following benefits.

First of all, English teachers can guide students to participate in the competition and observe in the process of competition, more detailed understanding of vocational students in the workplace to master what level of oral English ability, based on which to update teaching content and improve teaching methods; second, vocational colleges can analyze the space for improving the quality of English teaching through skills competition to make up for the shortcomings; Third, by observing and thinking about the skills competition, higher vocational colleges can reevaluate whether the English teaching in their school conforms to the principle of employment orientation.

## **3. Reform measures of English teaching methods in higher vocational colleges**

### **3.1 Discern the pearl, cultivate talents and enhance students' enthusiasm**

In English teaching in higher vocational colleges, if schools and teachers expect students to achieve excellent results in

oral English skills competition, they need to select excellent talents to participate. In fact, students with solid foundation, strong expression ability and strong logic are more likely to make achievements. However, with so many students in higher vocational colleges, teachers need the ability of discerning pearls and cultivating students' ability. Being good at discovering talents refers not only to pick out outstanding talents from the crowd, but also to cultivate diligent and hard-working talents to make them become better. Meanwhile, teachers should not give up backward students and encourage them to strengthen their learning with positive teaching emotions. Therefore, it is very necessary to carry out small-scale oral skills competition within the scope of the college and department, which will attract students to sign up actively. Students who are willing to make efforts to make progress in order to achieve their goals will regard the teacher's guidance before the competition as one of the ways to improve their ability. They will certainly try their best to prepare for the competition and study hard in the Department competition. Although only a small number of students can really participate in the oral English skills competition in vocational colleges, those who participate in the preparation for the competition also get new learning opportunities and improve their oral ability, which also enables more vocational students to improve their ability through healthy competition.

### **3.2 Improve the evaluation system and promote the evaluation by competition**

The traditional evaluation system is generally a combination of examination results and usual scores. The main content of the examination is nothing more than students' reading the text and teachers examine students' pronunciation and articulation in the process. The limitation of this method is that it is unable to fully understand oral English ability of the students. Through the oral English skills competition to break through the limitations of the traditional evaluation system, can effectively promote the improvement of teaching quality and the evaluation of the competition can also judge help of the oral English skills competition for vocational college English curriculum learning. In the process of preparing for the competition, teachers should make more interaction with their students and make common progress. Several projects that need to be investigated in oral English can also be introduced into English class. At the same time of oral skills assessment, students' ability to use spoken English in real life is improved.

### **3.3 Renew teaching idea and combine various training**

Under the background of oral English skills competition, the competition is different for teachers in daily class. Teachers need to update their teaching ideas, regard students as the learning center and carry out oral English teaching with students as the main body. According to the various items of the competition, diversified teaching is carried out to encourage students to speak more, so as to strengthen their ability of expression. At the same time, it is necessary to design relevant teaching contents according to the competition contents, pay attention to students' oral training, and increase listening and speaking training under limited class hours, so as to ensure that students have enough oral output and stimulate students' desire for English expression.

## **4. Conclusion**

Vocational colleges are the platform of vocational education. Oral English skills competition, as one of the reflection of higher vocational English level, is essential to promote learning by competition. Oral English is very important for students, and it is of great help to their future work and life. Therefore, under the background of skills competition, it is an important and necessary work to improve the quality of English teaching and help students improve their oral ability.

## **References**

1. Yi M. The role of oral English skills competition in higher vocational English teaching and its integration strategies. *Quality Education in Western China* 2020; 6 (13): 174-175.
2. Gong H, Shen M, Xu FF. Study on the preparation mode of oral English skills competition in higher vocational colleges. *English Square(The Late-month periodical)*; 2020 (2): 71-72.