

# Research on English Teaching in Higher Vocational Industry Based on Project Orientation

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**Abstract:** In the teaching of higher vocational colleges, English teaching courses are divided into many types, including basic English learning and industry English learning, and industry English is currently important in English teaching in higher vocational colleges. Because for higher vocational colleges, the talents trained will directly enter various industries, so to train the professional English of the students in higher vocational colleges can enable them to use English better in their posts. However, the industry English teaching in our country started relatively late, and there are many problems in actual teaching. Therefore, this article analyzes the characteristics of industry English and the current teaching situation, and finally puts forward the ideas of reforming the English teaching methods of higher vocational industry.

**Keywords:** Project-oriented; Higher Vocational Teaching; Industry English

With the rapid development of my country's economy, the current standards for talents in various industries are not only for technical talents, but also for comprehensive talents, which are commonly known as slash youths, who have multiple skills. It is easier for talents to find suitable jobs in society. Therefore, when cultivating students in higher vocational colleges, it is not only necessary to focus on the vocational skills of students, but also to cultivate their additional basic abilities, such as the ability to communicate in English. Because the current economic development is to develop towards global integration, the Chinese market will definitely gradually integrate with the international market. In this case, the opportunities for domestic companies to cooperate with foreign companies will greatly increase. The importance of industry English will only become more prominent. Therefore, for higher vocational colleges, the teaching and training of industry English is a very important thing.

## 1. Project-oriented industry English connotation

### 1.1 Industry English

Industry English refers to the more practical English content in a certain industry, and is no longer the basic content for English language learning. For higher vocational colleges, the teaching of industry English is essentially an extension of basic English teaching. By making the content of English teaching close to a certain industry, it can train students to be better to use professional English knowledge related to this industry.

### 1.2 Project-oriented teaching

The so-called project is a work content that is planned in advance and has a fixed start time and a fixed end time. Therefore, the project-oriented teaching method is a teaching method that implements teaching activities in a complete project. This

teaching method will be based on the content of the project and achieve the purpose of teaching in the process of designing and completing the project.

Taking into account the teaching content of industry English, it itself needs to be connected with the industry itself. Therefore, through this project-oriented teaching method, it is actually very suitable for teaching industry English, and it can also establish a context for learning industry English to allow students Better to learn the knowledge points of industry English.

## **2. The current situation of English teaching in higher vocational industry**

### **2.1 Teacher situation**

Because my country's higher vocational colleges started to teach industry English relatively late, most of the teachers who teach industry English are not professional teachers of industry English, but basically teach basic English. Teachers transform to teach industry English.

Because they are not teachers born in industry English majors, even these English teachers themselves have very rich experience in English teaching, but due to lack of actual understanding of the industry, they often use the basics of teaching when teaching industry-related English content. The way of teaching English will make students feel the same as learning basic English when they are learning industry English, which causes them to be confused about what is industry English and what is basic English.

### **2.2 Student situation**

The main purpose of the students in higher vocational colleges learning industry English is to let them know in advance what English they will use in actual work, and to improve their English proficiency, so that these students will be employed. There are more weights to choose the company.

However, considering that most of the students in higher vocational colleges have a relatively weak basic level of English, and their interest in English learning is not very active. This leads to the fact that because the students' English level is not high enough, it is difficult to better master the important content of industry English when they are learning industry English. They often take the exam as the purpose of learning, rather than learning more.

### **2.3 Teaching materials**

Because the development of industry English teaching in my country is relatively late, the teaching of industry English is still in the groping stage, which means that the teaching materials related to industry English are also in the groping stage, but many publishing houses have already seen the prospect of industry English teaching, have successively published textbooks related to industry English. Obviously in this case, although there are many types of industry English textbooks, because the public does not know enough about industry English, it is difficult to reflect the characteristics of industry English and it is not suitable for the teaching of industry English in higher vocational college.

In addition, some higher vocational colleges, in order to make the textbooks better enable students to learn industry English, they often choose to develop their own textbooks for teaching according to the students' situation. Although this kind of self-compiled textbook is better for teaching than the textbooks on the market, due to the rough design of the textbook content, it is difficult to comprehensively improve the professional English proficiency that students need to master.

## **3. Project-oriented English teaching reform methods in higher vocational industry**

### **3.1 Update teaching concepts and improve the level of industry English**

Before conducting industry English teaching, industry English teachers should first understand the truth, that is, industry English teaching is also a kind of vocational education. As long as it is vocational education, it will directly affect the development of students' lifelong learning ability.

Therefore, in order to better teach industry English, for industry English teachers, they should pay enough attention to themselves, constantly update their teaching concepts related to industry English, and even actively participate in industry English. In the training, it is possible to continuously improve the professional level of industry English teaching.

### 3.2 Clarify teaching goals and stimulate students' interest in learning

The ultimate goal of professional English teaching in higher vocational colleges is definitely to enable students to master enough English skills that can be used in actual workplaces through certain teaching methods, especially those related to foreign business and daily business activities.

So when teaching industry English, this kind of goal should be clarified. Only when the teaching goal is clarified, can teachers better grasp the major and difficult problems that may be encountered in the process of teaching, and then according to the problem find a solution, so that students can be more interested in the industry English learning.

For example, the basic English level of the students themselves is not high enough, so in the process of teaching industry English, in order to enable students to be more proactive in learning industry English and be more willing to improve their English proficiency, they can use teaching methods such as creating scenarios to achieve the goal. Create a practical situation and introduce students into the situation to learn industry English, so as to arouse students' interest in learning industry English, so that they can better use industry English knowledge in practice.

### 3.3 Design teaching classrooms and use textbooks creatively

The teaching process of industry English must be a combination of teaching objectives and the actual situation of the industry. Therefore, in order to better combine the three, it is definitely necessary to design the way of industry English classroom teaching. For industry English teachers, when designing industry English courses, they can incorporate more and more fun teaching content, so that diversified classroom activities can more effectively stimulate students' interest in learning industry English. And enable them to have a good experience in the process of learning, so as to achieve the purpose of allowing students to better master the knowledge of industry English. Moreover, by designing classroom teaching, the actual situation of the industry can also be integrated into the classroom, so that students can use the knowledge of industry English more proficiently in actual situations.

In addition, as mentioned above, the current industry English textbooks are not suitable for teaching or cannot comprehensively improve the students' industry English level. Therefore, teachers need to use the textbooks creatively when teaching based on the textbooks. For areas that are not mentioned or not clearly explained, a supplementary extension is made to enrich the content of the textbook and make it easier for students to understand.

## 4. Conclusion

In general, as a base for cultivating talents and transporting talents, higher vocational colleges must be able to cultivate better talents to enter the society, so it must be necessary to strengthen the reform of the current industry English teaching mode, and actively promote the development of English teaching in high vocational colleges will enable students to acquire one more English-related skill while possessing vocational skills. In addition, for higher vocational colleges, if you want to explore the strategies related to industry English teaching more quickly, you should use the project as the teaching orientation and the actual employment needs of students as the basis, so as to explore an industry that is more suitable for training students.

## References

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