

Exploration and Analysis on the Path of College English Curriculum Reform from the Perspective of Vocational Ability Training

Jing Wang*

Liaoning Metallurgy Professional Technological College, Benxi 117000, Liaoning, China. E-mail: janewang1977@126.com

Abstract: In the new era, college English teaching is facing multiple challenges. The market demand for English professionals is more vigorous, and the professional quality and ability requirements for English exhibition talents are also constantly improving. Under this background, it is required that college education should change the basic mode, pay attention to the reform of English curriculum teaching, and combine with the current demand of English talents, so as to do a good job in English curriculum teaching reform and innovation, and promote the professional ability of professional talents. In this regard, this paper will introduce the basic vocational ability training objectives of English majors in colleges and universities, analyze the main problems existing in the vocational ability training of college English courses, and explore the countermeasures of cultivating students' professional ability in the reform of college English curriculum, providing some ideas and suggestions for college English teaching.

Keywords: Vocational Ability Training; Colleges and Universities; English Curriculum; Reform

From the perspective of the current college English teaching, there are still some outstanding problems. In the English teaching to students, the practice teaching is relatively insufficient, the overall teaching level is not high, and the professional students' employment competitiveness is insufficient. Therefore, it is necessary to further grasp the current employment situation and clarify the market demand of English majors, which is of great significance for the development of college English teaching and curriculum construction.

1. The basic professional ability training objectives of English majors in colleges and universities

At this stage, the internationalization trend is further deepened, and the market demand for high-quality and high-ability English professionals is strong. Especially in business English, diplomatic English, cross-cultural communication language application, foreign enterprise English and so on, a large number of professionals are needed. In terms of the current situation of college English professional personnel training, English teaching is mainly based on theory teaching, while practice teaching is relatively insufficient. This leads to the professional language output ability is difficult to improve, professional students post practice ability is limited. From the perspective of the training objectives of English majors in colleges and universities, more and more talents with basic professional abilities are needed in the new era. Through professional training, the cultivation of talents' English language communication ability, professional English application ability and cross-cultural communication ability can be promoted, so that they can learn and use flexibly, eliminate language communication barriers and grasp language and deep connotation behind the culture more effectively, achieving the effective training of basic professional ability.

2. The main problems in the cultivation of vocational ability in college English curriculum

2.1 Focusing on theoretical teaching, practical teaching is relatively insufficient

According to the current situation of college English teaching, the actual effect of English teaching is not ideal. In the specific course teaching, teachers pay more attention to the basic knowledge and professional theory teaching of English. College English courses and senior high school English courses are similar to each other to a great extent. They can improve students' English scores by strengthening students' English vocabulary, pronunciation, grammar, writing, etc. In college English teaching, the teacher's focus is also students' English learning achievements, lack of attention to students' learning process. In this case, even if the students' English final examination results are relatively excellent, it does not mean that they can achieve the same high level in the communication and application of English language. Many graduates' English language expression ability is relatively weak, the pronunciation is not idiomatic, and the tendency of Chinese expression is serious, so the education can only be "dumb English", which cannot meet the needs of professionals. It is difficult for them to occupy an advantage in the competition for relevant English positions.

2.2 Lack of reliable language training environment, students' language ability cannot be targeted training

Language learning is inseparable from the effective language environment. We find that people in any country, living in their own language environment, will naturally learn the language expression of the corresponding region, which shows the important influence of language environment on learning a language. According to the current situation of college English teaching, there are still some deficiencies in creating a language environment for English majors. The basic language environment of colleges and universities is Chinese. In daily life communication, most college students communicate through local language. On the contrary, it is embarrassing for students to deliberately use English in daily communication. In other people's eyes, it is even ostentatious, which makes people laugh. Therefore, students' English language learning can only be concentrated in the classroom. After class, they can only carry out language independent training in private, so the chance of speaking English will be much less, which is very difficult to effectively cultivate English expression ability. Schools can't build an effective language training environment for students, their learning for English curriculum is lack of effectiveness, and it is difficult to achieve the training effect for their professional ability.

3. Countermeasures of college English reaching reform based on vocational ability training

3.1 Strengthening practical teaching and paying attention to the organization and arrangement of practical learning

In view of the current market demand for English talents, teachers should do a good job in curriculum reform and innovative practice in the teaching of English majors in colleges and universities. In the actual course teaching, teachers should reasonably grasp the proportion of theoretical teaching and practical teaching, and realize the new demand of the market for English professionals, in order to promote the implementation of graduation practice of English majors in colleges and universities. In view of the practical difficulties of English majors such as few graduation practice channels and difficult internship posts, it is necessary to do a good job in teaching reform and arrangement, and combine the relevant contents of "*National Standard for Teaching Quality of Foreign Languages and Literature (2018 edition)*" and "*Teaching Norms and Implementation Rules for College Internship (Practice)*", and in combination with English and undergraduate colleges according to the characteristics of the industry, we should integrate the existing practical teaching resources and formulate the graduation practice plan in the form of centralized arrangement of the college, arrangement of the employing unit and independent decentralized practice.

The main contents of the internship should be teaching and teaching auxiliary work practice, language skills training, translation software operation training, pre-job training of employers, etc., and the interns should be sent to the international exchange office of colleges and universities and relevant foreign language education and training institutions in multiple batches. Colleges and universities can also actively use Internet information resources to organize English majors to participate in online language translation skills training.

Continuously broadening the practice channels of students and improving the quality of practical teaching help students

complete the transition from learning post to working post, and laying a professional foundation for engaging in relevant industry post work after graduation.

3.2 Carrying out school enterprise cooperation and building a collaborative education platform

The practice course of school enterprise cooperation is a powerful supplement and expansion of the professional classroom. We should make full use of the school enterprise cooperation platform, master professional technology and constantly improve the practical English level. For college English majors, school enterprise cooperation can bring them more practical job training and learning platform, which is incomparable to any practical teaching. Through the active construction of school enterprise cooperation, we can further strengthen the teaching practice of English course, promote the development of teaching, and enhance the employment competitiveness of professional students.

In order to better promote the practical teaching reform of English majors in colleges and universities, we should integrate high-quality resources through school enterprise cooperation, and further condense the strength of colleges and society, so as to provide students with practical training guidance and high-quality internship employment opportunities, offer talent support for the development of enterprises, and make schools and enterprises work together to cultivate high-quality applied talents to adapt to the regional social and economic development, achieving win-win cooperation. Both schools and enterprises should actively explore useful ways to carry out in-depth cooperation, further optimize the curriculum, and improve the quality of personnel training, to make greater contributions to social and economic development. This paper discusses the path to achieve win-win development of school enterprise cooperation in curriculum development, textbook compilation, student internship and employment, and customized class talent training.

In the specific school enterprise cooperation, colleges and universities can actively organize students to carry out English post practice, promote professional students' English practice and exercise with real environment, in order to cultivate students' English language application ability and improve their comprehensive language literacy.

4. Conclusion

In the training of English majors in colleges and universities, it is necessary to improve the practical skills of English majors and promote the competitiveness of English majors. In the specific post work, colleges and universities should further do a good job in the relevant education and teaching work, recognize the changes in the demand of English talents market, and clarify the shortcomings and problems in the current college English teaching. Colleges and universities should pay more attention to English teaching, make clear the important role of practical teaching in the cultivation of professional talents, and take the professional ability of English major as the basic training goal, so as to do a good job in the teaching reform and innovative practice of English courses, promoting the continuous improvement of English teaching quality and optimizing the teaching objectives, and realize the effectiveness of professional English talents' professional ability promotion, training more applied talents with solid theory and English practice for relevant posts.

References

1. Ding Y. Strategies and practice of ideological and political teaching reform for English majors in colleges and universities—Taking “British and American literature” as an example. *Overseas English* 2020; (20): 8-9.
2. Feng C. Research on the teaching reform of food professional English in colleges and universities—Comment on food professional English. *Food Industry* 2020; 41(10): 369-370.
3. Xing J. On the teaching reform of specialized English for international economics and trade in applied universities—Take “rain class” as an example. *Technology Information* 2020; 18(27): 149-151.
4. Wang W, Wang W, Tan Y, *et al.* Teaching reform of specialized English for undergraduates in agricultural universities—Taking the course of “mechanical and electronic engineering English” as an example. *Higher Agricultural Education* 2020; (04): 92-96.
5. Zhu L. Teaching reform and research of British and American literature course for English majors in colleges and universities—Comments on the strategy of teaching reform of British and American literature for English majors in colleges and universities. *Exploration of Higher Education* 2020; (02): 138.