

How to Cultivate Students' Innovative Ability in Higher Vocational English Teaching

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Abstract: The aim of English teaching course is to further enhance students' language sense and communication ability and train their practical application ability. The teaching content and learning objectives of English course in higher vocational colleges are different from those of other learning segments. Under the background of the continuous reform of higher vocational education, English teachers should analyze the problems existing in English learning of vocational students, and cultivate students' English innovation ability in the teaching process according to the characteristics of English learning of vocational students. This paper focuses on the problems existing in the current teaching process of higher vocational English, and through analyzing the main causes of the problems, it adopts creative and targeted teaching methods to stimulate the enthusiasm of English learning of vocational students.

Keywords: Higher Vocational School; English Teaching; Current Situation Analysis; Innovation Ability

With the continuous progress of the new curriculum reform, the challenge of English teaching in higher vocational colleges is more severe, the requirements of curriculum reform on higher vocational English teaching are increasing, and the investigation of students is more comprehensive. Therefore, vocational colleges should combine the students' actual English learning demands to create innovative English classroom with students as the main body, in order to help students solve the problems existing in the process of English learning. Vocational English teachers dare to break through the traditional "full-scale" English classroom teaching methods, constantly seek and apply innovative English teaching methods in the actual teaching process, and stimulate students to learn Enthusiasm, to cultivate students' enthusiasm for innovation.

1. Current situation of English teaching in higher vocational colleges

Higher vocational students have strong practical ability, but the theoretical basis is relatively poor. Some vocational colleges mainly carry out technical courses, focusing on improving students' technical level and practical ability. Theoretical knowledge is also more inclined to students' professional and technical direction, rarely involving English knowledge. Except for a few English related majors, English is basically taught as a public course. This is mainly reflected in the fact that a public English class may arrange students of different majors and classes to study together. The number of students is large, and the teaching effect and feedback are not good. Moreover, in such a large-scale teaching situation, teachers' English teaching methods become more limited, and most of them adopt the way of "teachers speak, students listen, teachers ask questions, students answer". This kind of teaching method is not good, which lacks the positive interaction between teachers and students and is not suitable for English teaching. Due to the excessive number of public classes, many students have a fluke mentality. Playing with mobile phones and sleeping in class not only loses valuable time, but also wastes rich learning resources.

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doi: 10.18686/ahe.v5i3.3479

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Therefore, in the process of higher vocational English teaching, due to the unreasonable allocation of curriculum resources and higher vocational students' neglect of English learning, the situation of English teaching is getting worse and worse, and it is difficult to achieve the purpose of improving students' interest in English learning.

2. Analysis of the problems and reasons in the process of English teaching in higher vocational colleges

2.1 Students lack interest and motivation in learning English

In the process of English teaching in higher vocational colleges, there exists the problem of students' lack of interest in English learning. As the saying goes: "interest is the best teacher." Interest in English learning is an important spiritual motivation to stimulate students to adhere to English learning. However, from the actual teaching effect of English teaching courses in higher vocational colleges, we can clearly find that some students themselves do not like the subject of English, lack interest and enthusiasm in learning English, even if they sit in the classroom, they do not actively and seriously participate in the classroom, without asking the teacher for advice and study, interacting with the teacher, and do not really learn English knowledge, just for attendance, playing mobile phone in the class or distracting, no English learning effect. There are also some students who are willing to learn English well, because their English foundation is weak and their foundation is relatively poor, so they study hard and finally choose to give up halfway and do not stick to it.

2.2 Few specialized English courses in higher vocational colleges

There are still some problems in the course of English teaching in vocational colleges. The key to expand and improve students' English level is to enrich the teaching resources and curriculum resources of the school. However, most of the courses in higher vocational colleges tend to practice, technology, project training, etc., except for public English, special English courses are rare. In addition, vocational colleges rarely offer or introduce online English curriculum resources for students to learn. This is mainly because the main focus of higher vocational colleges is to help students master a technology, cultivate new-type technical talents, and ignore the weakening of students' English learning and development, but mastering English is also helpful for students to work for jobs and life development planning in the future. Therefore, higher vocational colleges should pay attention to the development of English teaching, enrich and innovate the English teaching form and curriculum content.

2.3 The effect of English teaching is not obvious

The teaching effect is not obvious, which is another obvious problem in the process of higher vocational English teaching. First of all, in the classroom, most of the teachers are lecture centered, ignoring the dominant position of students in the classroom, students actively participate in the classroom interaction is less, often can only passively follow the teacher's ideas, in listening, there is no time for digestion and thinking. In addition, the courses offered by higher vocational colleges occupy a certain amount of credits. Only when students get credits and pass the exam can they graduate smoothly. As a result, many students have the purpose of taking the exam, in order to pass the exam and graduate smoothly, instead of learning English to master foreign language and increase personal skills.

3. Measures to cultivate students' innovative ability in higher vocational English teaching

3.1 Stimulating students' interest in English learning and innovation ability

In view of the problem that vocational college students lack interest in English learning, teachers should put stimulating students' interest in learning in the first place in the future English teaching activities. For example, when preparing lessons, teachers can start with innovating the form of teaching content. They should be good at changing the form of explaining the whole course. They can download some English movies that are suitable for the course content and have educational significance from the Internet, guide students to understand the profound connotation of the movies, and share the impressive fragments or lines in the class, in order to improve students' English learning ability through communication learning enthusiasm. This form of multimedia for students to create an English learning atmosphere, can well stimulate students' English learning fun, and put students in the main position of English classroom. In addition, brainstorming and other games

can be played before each class. Brainstorming class games have no restrictions. It can stimulate students to think and integrate into English class as soon as possible by examining students' logical thinking ability, divergent thinking ability, creativity and innovation ability.

3.2 Innovative English curriculum

To promote the smooth development of English teaching in higher vocational colleges, colleges and teachers should first customize English courses according to the needs of students. For example, we can issue a questionnaire to investigate the students' current English learning basis, problems in the process of English learning, and interested English knowledge. First, they can have a basic grasp of the students' learning needs and learning conditions. Through the analysis and classification, the English courses with different teaching styles and targeted teaching contents are set up. For students with English learning foundation, the school can provide famous English online courses resources to promote students to consolidate and improve their English level. For students who have problems in listening, speaking, reading, writing and translation, the school can carry out and hold courses or activities with special features such as English listening class, foreign teacher exchange class, reading class, writing contest and translation contest. Taking reading class as an example, in order to improve students' English learning enthusiasm and stimulate students' innovation ability, teachers do not set restrictions. Students can set their own topics and self-determination. The content is fixed, the form is determined by itself, and the results are displayed in groups. The reading content or story can be reproduced in the form of scenario play and psychological drama, or can be created and adapted on the basis of the original story, so as to cultivate the students' innovative consciousness and improve the students' innovation ability.

3.3 Paying attention to improving the effectiveness of English teaching

In order to reduce the burden and pressure of students' examination review, eliminate the students' examination concerns and improve the enthusiasm of students' full participation in the classroom, teachers can cancel the final examination form and implement a new form of process assessment. This way can greatly reduce the students' psychological burden and study burden, avoid the disadvantages of exam oriented education, and enable students to devote themselves to each class, each group or individual display preparation. Only when they devote themselves to the process of English learning can students really achieve some gains and experience, rather than perfunctory, waste classroom time playing mobile phones and sleeping, and the effect of English learning can be significantly improved.

4. Conclusion

When setting up English courses, vocational colleges should further consider the characteristics of students' English learning and the problems that may appear in the process of English learning. By innovating English teaching methods and teaching forms, students can solve the worries of future care, and enhance their English sense of language, communication and expression and practical English application ability. Under the background of the continuous reform of higher vocational education, English teachers should consciously cultivate students' innovative ability in English teaching, and on the basis of improving students' interest, focus on training innovative English talents in the new era.

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