

Research on the Teaching Reform of College English Course Oriented by Employment

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Abstract: Cultivating English professionals required by society and enterprises is the purpose of talent training in colleges and universities. However, the current situation is that colleges and universities do not fully consider social needs in English teaching, so that it is difficult for students to meet the job requirements after graduation. This article first expounds the current situation of college English teaching, then analyzes the existing problems, and finally puts forward suggestions for reforms in employment-oriented teaching.

Keywords: Colleges and Universities; English Course Teaching; Teaching Reform

The continuous progress of science and technology promotes the development of society. With the progress of reform and opening up, China has gone abroad to embrace the world, which has caused more and more foreign companies to come to China. Therefore, English has also become an important work skill. College students no longer only require a single professional skill. Need to have a good command of English, can communicate fluently in English. However, many times in colleges and universities English teaching is only stored in writing, so it is necessary to reform the teaching of college English courses to help students apply what they have learned in practice.

1. Explain the current situation of college English teaching

1.1 The teaching goal is out of touch with market demand

The purpose of English teaching in colleges and universities is to help students to use English proficiently to solve problems in future jobs. However, the actual situation is that many colleges and universities mainly focus on written examinations in English teaching assessment, and the school's inspection of students' English learning situation also focuses on the final written examination results. In this way, the students focus on coping with the written test, spend a lot of energy and time on the practice of the written test, and spend little time training their listening and speaking skills, thus ignoring that English is an important communication. Tools, the essence of English learning is actually to facilitate communication in work and life. At the same time, English teachers also focus on training students' test-taking ability, and seldom pay attention to the cultivation of students' comprehensive quality. Many students have achieved good English scores and can pass CET-4 and CET-6, but they are not proficient in oral English communication, which makes the students out of touch with the needs of the company.

1.2 Take the teacher as the main body

In traditional teaching in colleges and universities, teachers are taken as the main body, and the students are in a passive position. They often receive the knowledge taught in the classroom mechanically, and lack the enthusiasm for active teaching activities. At the same time, the students with different levels of English use the same teaching model, which causes the students with relatively poor English proficiency to feel that the content they learn is more obscure and difficult to learn, while the students with better English proficiency feel that the content they learn is more difficult to understand. There is no expansion in learning, which greatly affects the teaching effect. At the same time, students rarely interact with teachers. Students are in a passive position and lack the enthusiasm for autonomous learning, which leads to unsatisfactory English learning effects.

1.3 Lack of practicality of teaching materials

Cultivating more comprehensive talents is the purpose of college English education. When students leave

school and enter the workplace, they can learn and use. However, nowadays, the teaching materials of college English courses are basically uniformly configured throughout the school, and their content is still based on basic knowledge as the main body; The instructors are more limited to textbook knowledge and will not carry out much expanded content teaching. In this process, students have limited space to improve their English proficiency, poor oral ability, poor sense of language, and lack of practicality in teaching materials. This makes it difficult for students to learn and use them, which also dampens students' enthusiasm for learning and seriously affects teaching results.

2. Analyze the problems in college English teaching

2.1 Outdated teaching concepts

Since the reform and opening up, my country has experienced several teaching reforms in college English teaching and has made some progress. However, there are still some teachers whose teaching concepts are still very outdated. This is mainly manifested as follows:

(1) Many teachers insist that they only need to teach students theoretical knowledge, so that students can master more vocabulary and have a basic understanding of grammar and sentence patterns. Teachers do not pay much attention to the ability of students to actually use language, that is to say, most of the teachers' teaching are "dumb" style teaching.

(2) In many colleges and universities, the assessment of teachers' teaching level focuses on the passing rate of students' College English Test Band 4 and 6. Therefore, for their own assessment scores, many teachers mainly strengthen students' test-taking ability, and seldom pay attention to students' English. The cultivation of practical application ability has led to many students with very good English scores and many English certificates, but they lack the ability to actually use the language.

2.2 Outdated teaching objectives

The teaching goal is the compass for the development of teaching work in colleges and universities, so its design must be in line with the needs of the society, so that the significance of talent training in colleges and universities can be realized. But the actual situation is that there are still some problems in the goal setting of college English teaching:

(1) The current social situation in my country has made it more and more demanding for English ability. Especially after my country's entry into the WTO, the society has a higher demand for the level of English. Therefore, colleges and universities should continuously adjust their English teaching goals. The actual situation is many college English teaching goals are still very old.

(2) There are still many colleges and universities that put the cultivation of students' literacy skills in the first place when setting teaching goals, so that teaching also pays more attention to the cultivation of this ability, thereby ignoring the improvement of students' oral English expression ability.

2.3 Student thinking

In English teaching, the influence of students on the teaching effect is very important. At the same time, students' own English proficiency is also inseparable from their employment direction. However, based on relevant investigations and studies, many college students nowadays still have very rigid learning ideas when they learn English. The main manifestations are:

(1) Students will only learn passively. The instructor will explain the content of the textbook, the students will listen carefully, and finish the relevant homework assigned by the teacher on time. However, in the whole process, learning did not actively participate in learning.

(2) Many students learn English by rote memorization and have not mastered the learning methods, so the learning efficiency of students needs to be improved.

3. Propose reform measures for college English teaching

Nowadays, there are still many problems in college English teaching. In order to make college students get better employment and cultivate professional talents needed by society, we must be employment-oriented and promote the reform of college English teaching. We can start from the following aspects.

3.1 Clear teaching orientation

Before carrying out teaching reforms, teaching positioning must be clarified so that the direction and content

of reforms can be determined. The clear teaching orientation can be based on the following aspects:

(1) The goal of English teaching is accurate, focusing on cultivating practical talents, and the ability of listening, speaking, reading, and writing in the development of teaching work should be emphasized so that students can develop more comprehensively.

(2) Focus on cultivating students' basic English skills, helping students consolidate their basic knowledge, so that they can continue to expand their learning and improve their application skills based on this.

3.2 Curriculum Reform

Curriculum settings play an important role in English teaching, and it is also the focus of this reform. Corresponding changes must be made in this area. The following aspects can be started:

(1) Contents related to vocational ability can be added to the curriculum, such as better training students' practical ability, helping them to lay a solid foundation in English, and at the same time being able to use English proficiently.

(2) Meet the individual needs of students. Each student's learning ability and level are different, so the learning effect is also different, so it is necessary to teach students in accordance with their aptitude. In addition, the employment direction of students is also different, so they can be trained based on their different employment directions, and they can do related majors in more popular industries. Training enables the individual needs of students to be met.

3.3 Improvement of the quality of the teaching staff

The faculty is an important part of English teaching and has a great influence on the quality of teaching. Therefore, its quality must be improved, which can be based on the following aspects:

(1) To conduct teaching activities based on the teaching goals, not only from the perspective of self-interest, forcing students to obtain certificates.

(2) Teachers should not only teach students theoretic knowledge, but also pay attention to cultivating students' application ability. Therefore, they should teach students the methods of autonomous learning and application in teaching, so that students can improve their learning efficiency in their studies.

3.4 Optimization of teaching environment

Nowadays, college graduates are under great employment pressure, so students are required not only to have a solid professional foundation but also practical experience to help them quickly integrate into the workplace. Therefore, colleges and universities should provide as much teaching facilities as possible for students to learn English within their limited funds. Introduce some information technology means to promote the continuous improvement of teaching quality. In addition, teachers should strengthen the training of students' communicative skills, and use modern technology to allow students to role-play, simulate social life scenes and workplace conditions, so that students can devote more enthusiasm to English learning, and at the same time exercise their English application ability.

4. Conclusion

To sum up, there is value only when there is demand. In college English teaching, teaching is based on the needs of students after graduation, so that students can use English flexibly after entering the work position, and increase the professionalism and practicality of English teaching. Valuable talents needed by society.

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