

Exploration of College English Teaching Reform under the Training Mode of Modern Apprenticeship System

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Abstracts: The modern apprenticeship training mode is based on the cooperation between schools and enterprises, and pays attention to the integration of teaching places and actual working environment. Students are not only students, but also apprentices of enterprises. Through learning, they can obtain professional knowledge and practical ability of competent posts, in order to cultivate skilled and compound talents who meet the needs of social development. College English teaching under the modern apprenticeship training mode has richer teaching contents and more scientific and reasonable examination forms. This paper focuses on the reform of college English teaching under the modern apprenticeship training mode.

Keywords: Modern Apprenticeship; College English; Course Teaching; Reform Exploration

With the deepening of economic globalization, college English teaching is very important. However, due to the deep-rooted influence of the traditional examination oriented education system, there are still many problems in college English teaching in China, which limits the improvement of teaching efficiency and level. Practice has proved that the combination of modern apprenticeship teaching mode and college English teaching is conducive to realize the combination of English knowledge and professional needs, guide students to master theoretical knowledge and cultivate professional ability. Next, some thoughts on the application of modern apprenticeship training mode in college English teaching is discussed.

1. Problems in the construction of modern apprenticeship system in college English teaching

1.1 Disadvantages of classroom teaching

The college English teaching content under the modern apprenticeship mode is mainly professional English courses for students, which aims to guide students to master theoretical knowledge, cultivate oral expression ability, and obtain more industrial knowledge and industrial English knowledge. However, many colleges and enterprises mistakenly believe that college English is a public course and do not realize the importance of enterprise participation, resulting in very low enterprise participation. Secondly, college English teaching in many colleges based on the modern apprenticeship teaching mode is not much different from that of full-time students. They still use the traditional closed classroom teaching mode and lack the ability to impart professional English knowledge to students in a limited time. Most students lack interest and enthusiasm in English learning, have poor awareness of autonomous learning, and are very short of English learning resources after class, resulting in low effectiveness of English teaching.

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1.2 Comprehensive teaching ability and quality need to be strengthened

Teachers are the key to college English Teaching under the modern apprenticeship teaching mode. But most college English teachers lack enterprise work experience, and most of them go directly to teaching posts after graduation from colleges and universities, who have little knowledge of English in e-commerce, automobile repair and other industries, and the renewal cycle of English knowledge in these industries is very short, which makes it difficult to fully integrate theory and practice in the teaching process. To a certain extent, it has affected the effectiveness of the construction of modern apprenticeship system.

1.3 Lack of in-depth school enterprise cooperation

Although China strongly advocates deepening the school enterprise cooperation mode, there are generally problems of hot colleges and cold enterprises in the process of school enterprise cooperation. Many colleges and universities hope to promote the effectiveness of modern apprenticeship teaching through school enterprise cooperation, but many enterprises do not establish a correct understanding of modern apprenticeship and mistakenly believe that apprenticeship is the previous post internship and master with apprentices. Furthermore, in the process of implementation, it lacks enthusiasm and sense of responsibility, and does not invest enough human, material and financial resources to support it. Moreover, enterprises believe that modern apprenticeship investment is risky, and many students will not continue to work in enterprises after receiving apprenticeship training, so their participation is low.

1.4 A perfect assessment and evaluation system has not been established

College English assessment based on modern apprenticeship training mode mainly involves two parts: daily performance and final performance. The final grade is mainly the final closed book examination, accounting for 70% of the total score and 30% of the daily score. Colleges and universities have not realized the particularity of modern apprenticeship classes, ignored the importance of enterprise personnel evaluation, and lacked perfect evaluation indicators, nor formulate specific standards for the evaluation of English theoretical knowledge and practical ability.

2. Specific countermeasures of college English teaching reform under the training mode of modern apprenticeship system

2.1 Innovative talent training mode

Based on the modern apprenticeship training mode, college English teaching should adhere to the guidance of market demand, clarify the training mode of higher talents based on the idea of “post requirements — staff — knowledge needs — ability requirements — curriculum system”, adhere to the “four — stage” talent training mode, and carry out normal public basic courses and professional basic courses during freshman year. During the sophomore year, students studied professional courses, infiltrated the content of corporate culture, and guided students to establish a correct understanding of the development of industries and enterprises. During the junior year, we will strengthen the teaching of enterprise courses, carry out specific project training in the school, and arrange students to study in the enterprise for two months to help students understand their job responsibilities and work contents, so as to guide students to establish a correct outlook on employment and sense of responsibility. During the senior year, post training will be arranged, comprehensive post training will be carried out in the last semester, and fixed post internship will be carried out in the next semester. Apprentices who finally pass the examination can sign a formal contract with the enterprise. In this way, it not only ensures students’ English ability and level, but also provides enterprises with reserve cadres with high quality and high loyalty, which is conducive to achieving a win-win situation for schools and enterprises.

2.2 Optimizing course teaching content

First, choose the pilot of curriculum reform. Colleges and universities should pay attention to integrating the specific needs of modern apprenticeship class teachers, students and cooperative enterprises, and design a questionnaire for all teachers and students to obtain their opinions on college English teaching reform. We can conduct long-term follow-up observation and interview on the pilot class, analyze and study the obtained data, in order to summarize the English teaching and learning of the pilot class, and make targeted optimization.

Second, reform the teaching content. Under the traditional exam oriented education system, English classroom teaching is mainly based on PPT broadcasting and teachers’ explanation. Students passively accept knowledge and easily lose interest and enthusiasm in learning. The college English course under the modern apprenticeship training mode is only arranged for one academic year, and the classroom time is very limited. Based on this, teachers should change the disadvantages of the traditional teaching mode, avoid teaching limited to the content of textbooks, and pay attention to

determining the teaching content, formulating the teaching plan and scheme in combination with the students' major and future employment industry and enterprises, so as to provide students with targeted teaching. Secondly, the innovative use of MOOC class and micro class teaching mode, and the arrangement of preview and review tasks should be consistent with the students' major and industry characteristics.

Third, optimize the teaching mode. With the advent of the "Internet plus" era, the teaching mode of "online and offline integration" should be adopted in the teaching of college English. For example, we can establish online chat rooms, hold various English activities, etc., to enrich teaching forms and continuously improve teaching effectiveness.

Fourth, innovative assessment methods. Pay attention to the reform of teachers' teaching evaluation. The college English teaching assessment under the modern apprenticeship training mode should change the disadvantages of the traditional assessment mechanism and increase the proportion of enterprise personnel in the assessment. For example, the evaluation proportion of enterprise managers should be increased for the internship and temporary training of English teachers in enterprises. For another example, if the teaching courseware and video produced by teachers are uploaded to the network, non students should be given the opportunity and right to click to learn and evaluate. On the other hand, the evaluation method of students' learning is innovated. In the evaluation of college English teaching under the modern apprenticeship training mode, we should pay attention to the combination of process evaluation and summative evaluation, avoid being limited to the mastery of students' textbook knowledge, and pay attention to extending the examination scope, so as to enriching the examination content, adhere to diversified examination methods, and listen to the opinions of students and employers, and so on.

2.3 Building a "double qualified" teacher team

Under the modern apprenticeship training mode, colleges and universities should pay attention to building a "double qualified" teacher team with enterprises, clarify their respective responsibilities and rights through contracts, and build a teacher management system for mutual employment and sharing between schools and enterprises. College teachers include college and department leaders, apprenticeship class leaders and professional teachers, and enterprise mentors include enterprise leaders, front-line backbone teachers and teaching supervisors, so as to realize the complementary advantages of both sides. Both schools and enterprises jointly develop English teaching materials, develop courses and create internship posts to achieve mutual benefit and win-win results.

3. Conclusion

To sum up, the efficient combination of modern apprenticeship training mode and college English teaching reform has innovated the teaching mode, which is an important embodiment of the implementation of the concept of integrated development of industry and education, and plays a great role in promoting the cultivation of skilled and compound talents. As colleges and universities, we should correctly recognize the importance of modern apprenticeship training mode in college English teaching reform, correctly recognize the disadvantages of the application of modern apprenticeship training mode in the current college English teaching reform, and pay attention to innovating talent training mode, optimizing course teaching content, and building a "double qualified" English teacher team, so as to be able to improve the effectiveness of the application of modern apprenticeship teaching model from multiple angles, improve the quality and level of college English teaching, and cultivate more high-quality talents in line with the needs of social development.

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