

Problems and Countermeasures in the Training of English Reading Strategies in Higher Vocational Colleges

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Abstract: The development of higher vocational English reading strategy training is of great significance to the cultivation of higher vocational students' English reading ability, and can further improve the reading efficiency of students. However, there are common problems in the English reading strategy training of higher vocational education in our country. Therefore, it is necessary to adopt effective methods to make the English reading strategy training exert the greatest effect. Based on this, this article has launched a related discussion.

Keywords: English reading; Strategy training; Countermeasure thinking

Introduction:

In the teaching of English courses in higher vocational colleges, the goal is to cultivate students' application ability, that is, the ability to apply language to higher vocational students as the focus of training. Among them, reading ability is very important. It occupies an important position in the higher vocational English examination, and it is also the necessary English ability for students on the future career path. Therefore, it is very necessary to develop English reading strategy training for vocational students.

1. The importance of learning strategy training in higher vocational English reading teaching

According to related research findings, compared with undergraduates, the reading efficiency of higher vocational students is generally lower. Many students do not conduct a deep analysis of sentences and paragraphs, and do not pay much attention to the use of reading strategies. Therefore, it is very necessary to carry out reading strategy training. It is feasible to organically combine reading strategy training with English classroom teaching. Although the English proficiency of vocational students is generally low, effective reading training strategies can achieve good English learning results. Using the training model, students can master a variety of reading strategies, and then achieve the improvement of students' reading efficiency and reading ability.

2. Problems of English Reading Strategy Training in Higher Vocational Education

At this stage, many higher vocational colleges have relatively few English teaching hours, but the teaching content is very large. The time for students to learn English is very limited. At the same time, they need to prepare for the national college application ability level test. Therefore, teachers adopt English reading strategy is mainly to train students in intensive reading. This kind of English reading strategy training appears to be very simple. Teachers let students focus on learning language knowledge and mastering examination skills, ignoring students' text learning, so it is difficult to effectively train students Reading ability can not mobilize students' reading interest ^[1].

3. How to develop effective strategy training in English reading teaching

For teachers, it is necessary to carefully study the shortcomings of students' English reading, and let students build awareness of strategy training, and clarify the necessity of using strategies in learning. Third, it is necessary to actively discuss with students, make training plans, formulate targeted goals and plans, and promote the smooth progress of training plans. In addition, it is very important to choose reading materials that are in line with the students. Reading materials must be interesting and of a reasonable level of difficulty. In strategy training, teachers need to explain the meaning of strategies to students in the classroom, and then teach students the application methods of strategies, and they can also train students reasonably in the classroom ^[2].

3.1 Information Search

English reading is mainly for obtaining information. Relatively speaking, English reading teaching strategies embody the role of language and cultivate students' reading ability so that students can effectively obtain information through reading. English reading includes skimming, close reading, and retrieval reading. Students can understand the general meaning of the article by skimming, and then search for the main points of the article by searching and reading, and use close reading to grasp the specific events of the article. Students who can master the above reading methods can better obtain various information in the article, and the effective use of icons can also allow students to quickly obtain information. The teacher assigns data analysis tasks to the students and asks the students to query the results.

3.2 Guess the meaning of words

There are often some new words in reading materials, which will affect the reading speed of students to a certain extent. Teachers teach students how to guess the meaning of words in classroom teaching, which can be guessed based on the language, or combined with the title of the article and the structure of the word. The teacher asks the students to guess the meaning of the new words in the article and tell the methods they use.

3.3 Through schema theory, let students master the corresponding knowledge of stylistic structure

The schema is equivalent to the storage unit of knowledge in the human brain, which covers a wealth of knowledge. Combined with schema reading theory, human reading ability is embodied through language schema, structure schema and content schema. In the process of reading comprehension, the language, content and structure of the article are all influencing factors. Teachers need to let students understand the structure and characteristics of English style, so as to promote students to conduct in-depth analysis of the article. In students' reading, adopting corresponding schemas can enable students to fully grasp the logical relationship of each paragraph of the article, so that the reading efficiency can be significantly improved.

3.4 Student-centered teaching

Teachers should change the traditional teaching mode in the process of carrying out reading teaching, and take students as the center, and teachers should play a guiding role. Before students read, teachers can ask students to collect relevant background information based on textbooks, so that students can fully understand the textbooks. Then ask the students questions, let the students understand the reading goals, be able to read purposefully, so as to cultivate the students' ability to quickly capture information. After the students have mastered the central idea of the article, they will adopt the reading strategy of intensive reading to allow students to read the article carefully and fully^[3]. Guide students to grasp the main points in the article and be able to clarify the connections in each paragraph, so as to have a deeper grasp of the content of the article, cultivate students' ability to summarize and summarize, and let students have a deep understanding of the meaning of the article.

4. Thoughts on improving the effect of English reading strategy training

First of all, English teachers must fully understand the real learning situation of students, so that they can make reasonable arrangements during the reading process of students, and at the same time effectively use reading strategy training in English reading teaching, so that students can achieve good results in practical learning. The reading effect of reading, and realize high-efficiency reading, so that the reading ability of students has been continuously improved. In the process of teaching, teachers also need to pay attention to expanding students' vocabulary and strengthening the consolidation of grammar knowledge. These reading strategies are conducive to improving students' English ability. Secondly, let students have a full grasp of English reading strategies and have a full understanding of various reading strategies. In the training of cognitive strategies, students can master a variety of reading strategies through corresponding reading materials, and various materials can also be used for comprehensive training. When developing cognitive strategy training, teachers encourage students to develop scientific and effective reading plans and complete reading training^[4].

5. Concluding remarks

To sum up, English reading is to use English materials as a medium to communicate and obtain information from it, which can better cultivate students' comprehensive application ability of English language, and make students' English proficiency significantly improved. Developing reading strategy training in higher vocational English plays an important role in cultivating students' English reading ability. Therefore, higher vocational English teachers must pay attention to this activity and adopt effective methods to promote students to achieve good learning results.

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