

Employment-oriented English Teaching Reform in Vocational Colleges

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Abstract: Higher vocational education is an indispensable part of China's education which has cultivated a variety of professional and technical talents for China's enterprises. The development of higher vocational education is to meet the social needs for vocational talents. At present, with the unpredictable international situation, China's demand for English talents is gradually expanding. Therefore we should pay attention to English teaching in higher vocational education. From the current situation of English teaching in higher vocational colleges, there are still many problems to be solved in the teaching process. Based on this, this paper carries out in-depth exploration of corresponding problems taking the teaching reform of English teaching in higher vocational colleges as the research content and taking employment as the premise.

Keywords: Higher vocational education; English teaching; Employment-oriented; Reform

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1. Introduction

In the process of English teaching in higher vocational education, to carry out on the premise of teaching content, students' employment needs from the perspective of English curriculum setting scientific validity, to solve the traditional defects existed in the course of the higher vocational education in English teaching and make the English teaching in the higher vocational education meet social demand for professional talents. Help professional talents to adapt to social development faster, make them more quickly into the society, improve the employment competitiveness of students in the process of job hunting.

2. The problems in current higher vocational Education English curriculum teaching

2.1 Vocational college students lack passion for English learning

In the investigation and study of students' learning in higher vocational education, it is found that the majority of students who receive higher vocational education generally have poor learning ability and weak self-control ability. Meanwhile, due to the difference of English foundation, their English learning level also has different differences. Because the students base themselves worse factors in English study, their own learning ability is limited and learning enthusiasm is not high. They learn English without passion and enthusiasm, in some cases, even in the classroom to classroom teaching process, they do not care about the teacher speak content, just simply sitting in the classroom to amuse. With the long-term development, it will cause students to lose interest in English learning, and produce serious boredom psychology. Second, teachers' attention degree in English teaching classroom is not high and lack of communication with students and effective interactive link. They do not take the student individual development and promote the formation of the classroom atmosphere. In the classroom teaching link, the teachers only do their own unilateral uninterrupted output of knowledge content, instead of caring about whether students completely finish the input of knowledge content in their classroom teaching. The teachers are in their own teaching and ignore the classroom teaching main body, thus it cause the students are at the learning environment of the passive pressure in the process of learning English. This depression type fed up with the learning environment so that the students gradually lost the confidence in English learning and the passion for English learning^[1].

2.2 The classroom design of English teaching lacks practicality

In the teaching process of higher vocational education, its biggest characteristic lies in its practicability, which requires students to learn corresponding skills in the process of receiving education, put them into action, and apply them to practice. The biggest characteristic of higher vocational education lies in its high practical value and strong practicability. But in the actual process of higher vocational English teaching, English teachers' teaching purpose gradually tends to be utilitarian, and the focus of the teaching focus students research pass rate, which lead to lack of practical value in English classroom. Teachers in the teaching process of strong pertinence, in view of the English level test, carry out the corresponding teaching plan and teaching tasks. Usually teaching plan was born for the exam, which makes the English teaching in higher vocational education tend to be more common the exam-oriented education in the teaching form, as measured by good or bad scores of students' course learning, but the score height can only measure the student the good or bad test ability, but not directly show the students' high and low English practical ability. On the other hand, if a student has passed the corresponding level examination, it cannot indicate that the student's practical application ability is up to standard^[2].

3. The effective reform strategies of English teaching in higher vocational education

3.1 Make effective use of flipped classroom to arouse students' passion for learning

In the process of English teaching in higher vocational education, flipped classroom can be reasonably used to carry out teaching work, so as to arouse students' interest in learning and arouse their passion for learning. For example, micro video and other information technology can be rationally used. In the teaching preparation process before class, teachers can prepare corresponding micro-videos to help students learn English content. In the design process, the length of micro-videos can be about 1/5 of the whole teaching time, and the key issues to be taught in this class can be explained in detail. It can also expand and extend the corresponding content according to the unit theme, so that students can learn more theme-related content in a short period of time, and improve the learning efficiency of students in the process of classroom learning. In addition, due to the convenience of the video itself advantages, in the students' autonomous learning after class, teachers micro video can be sent to the student group of file, download to facilitate students' learning, and set up an online learning mode at the same time for the students to answer in a timely manner, and students are an effective online interaction. According to the problems students online feedback, timely answer in class, and then promote the optimization of classroom teaching effect, at the same time arouse students' passion for learning. Unit 5 Do you live around here? Study, for example, in this class learning requires students to master the simple present tense and teachers can find some video into micro video, such as the practice of NBA stars video, etc., which can be one of the most famous and can cause students to resonate with the mood of Kobe Bryant as an example, based on the status quo of Kobe Bryant's family issued a sigh with emotion "Kobe's family has now come out of grief and appeared in the eyes of the public with a new look."

3.2 Use experiential classroom teaching to enhance the practicability of English teaching

Experience type teaching mode refers to the teachers according to students' own cognitive situation, create some situation model, or online restore some of the teaching material content, and help students to experience the whole process, and under the conditions of their own experience construct their knowledge framework, and finally reach the requirement of teaching content and teaching tasks. There are differences between experiential teaching mode and traditional teaching mode. Experiential teaching mode combines books and teaching materials. It is transformed into people and things around students. Through their own real experience, students can acquire relevant knowledge and master certain skills from middle school. Students can experience the significance and value of activities by actively participating in the classroom situation, and improve their ability. Unit 4, "What do you think of fashion?" Learning as an example, let the students learn in this unit of learning style, to the student's interest as a starting point, and show students different styles of clothes and some simple fashion development course, which make students understand the characteristic culture and fashion so that the students can choose to wear is tie-in, helping students in the process of learning to understand and learn according to different occasions suitable clothing. Develop a positive aesthetic concept. In the teaching process, situation creation is adopted to let students choose a specific dress in a specific occasion in English through group cooperation^[3].

4. Conclusion

Above all, in the process of the current higher vocational college education, the teachers can help to set up based on raw employment guidance idea, give full play to students' initiative in learning English, and arouse students' English learning passion, which enable students to master certain practical skills and basic English, and on this basis choose the appropriate teaching methods to improve students' skills to use in English class. Give full play to the practicability of English, help students to adapt to the needs of social development in the new era, and improve the competitiveness of students in the workplace and the advantages of students in choosing jobs.

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