

Research on the Application of Constructivism Theory in Higher Vocational English Teaching

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Abstract: The constructivist theory, represented by Bruner, aims to emphasize the meaningful learning process in which learners focus on the knowledge structure, challenge the ladder learning theme, and obtain objective, structural and general knowledge, and finally achieve comprehensive development, through the inspiration and guidance of teachers. In this process, learners can construct and discover the logical structure of knowledge based on self-learning experience through scientific and rigorous learning and inquiry activities, and their learning process has typical initiative, sociality and strong situational characteristics. Therefore, the reform of English teaching in higher vocational colleges based on constructivism can break through the shackles of traditional teaching, solve the core problems such as insufficient content integration, weak construction of college students' second foreign language knowledge, and the development of high-level English thinking, so as to continuously improve college students' comprehensive English literacy.

Keywords: Constructivism; Higher vocational English; Optimization strategy

The Basic Requirements for English Course Teaching in Higher Vocational Colleges (for Trial Implementation) clearly puts forward that we should pay attention to diversified teaching, create an ecological learning environment of independent thinking and free exploration, stimulate students to actively construct knowledge schemata, and continue to carry out inquiry, discussion, participation and other learning activities. Therefore, English teachers in higher vocational colleges should take constructivism theory as the basis, and promote the comprehensive and personalized development of college students' English literacy as the purpose, strengthen the deep processing of college students' English language knowledge, and then produce high-level language learning thinking, and finally achieve the improvement of high-quality internal English quality.

1. The Value of English Teaching Innovation in Higher Vocational Colleges Based on Constructivism

1.1 Develop college students' core English literacy

Constructivism theory emphasizes that under the guidance of English teachers, college students actively contact their existing English knowledge and experience to build a higher level of English knowledge network and realize the transfer and application of English knowledge and language skills. Therefore, in the higher vocational English teaching based on constructivism theory, college students can improve their English core quality in the active construction of language and in the practical application by analyzing the characteristics and laws of second foreign language learning in different contexts through the constructivist English teaching content.

1.2 Develop college students' comprehensive foreign language ability

Constructivism theory emphasizes that higher vocational English teachers should promote college students' language ability to gradually move towards independence, profundity and creativity, and promote them to improve their comprehensive language ability in the practice of cooperation, inquiry and autonomy. Therefore, the reform of higher vocational English teaching based on constructivism should take the development of college students' intuitive image thinking as the basis, guide college students to deeply study the foreign text content in the textbooks, stimulate their association and language imagination, deeply understand the profound

Chinese and foreign humanistic feelings and rigorous language logic contained in the text, so as to comprehensively improve their English learning ability. For example, when learning “Welcome to China”, higher vocational English teachers guide college students to pay attention to the magnificent, vast and beautiful cultural landscape of the motherland, and discuss in depth the historical mission and responsibility of being a college student in the new era, inspire them to sublimate their sense of learning a second foreign language, and constantly consciously improve the overall development of English thinking and English practice ability.

1.3 Promote college students’ deep learning of English

Under the guidance of constructivism theory, English teaching in higher vocational colleges should select project-based topics and tasks suitable for college students’ English learning and ability development based on the characteristics of English subjects, curriculum standards, and the “nearest development zone” of college students, which can strengthen the links between oral communication, reading, writing, and other contents, change the “teaching-oriented” English teaching method, avoid the superficialization of English teaching, and promote the deep learning of college students’ English. On the other hand, English teaching in higher vocational colleges under constructivism pays attention to teaching evaluation, emphasizing that through holistic and constructive evaluation, it can achieve the transformation from a single English teaching goal to a systematic unit teaching goal, so as to promote college students to deepen their understanding of English knowledge and ultimately achieve in-depth learning.

2. Application Strategies of Constructivism Theory in Higher Vocational English Teaching

The proposal of constructivism brings hope and opportunity to the reform of English teaching in higher vocational colleges. Compared with shallow learning, it requires college students to be able to critically acquire new English knowledge through exploratory activities and collaborative activities, and transfer the English knowledge and skills acquired through self-criticism, questioning, analysis and deep understanding into the existing cognitive structure, so as to build a higher level of English knowledge schema, Develop comprehensive English ability.

2.1 Integrate content and construct college students’ language knowledge system

English has both humanistic and instrumental characteristics. In the process of teaching implementation, English teachers in higher vocational colleges must integrate the teaching content based on the two typical characteristics and pay attention to guiding college students to consciously construct English knowledge. Therefore, higher vocational English teachers integrate different professional characteristics with the contents of the textbooks, systematically connect and integrate the knowledge points of the subject units such as “occupation and individual”, “occupation and society”, “occupation and international environment”, so as to promote the continuous updating, construction and transfer of college students’ second foreign language knowledge acquisition. On the other hand, English teachers in higher vocational colleges should pay attention to the internal relationship between the four key points of listening, speaking, reading and writing in the English discipline, fully realize the English teaching purpose of listening, speaking, reading, writing, and listening and speaking, change the situation that college students’ acquisition of language knowledge depends on mechanical memory, and promote them to successfully arouse the existing English language knowledge experience, so as to build a systematic and comprehensive English knowledge network, It will help college students to deepen their acquisition of English knowledge and skills.

2.2 Innovating teaching methods to promote the development of college students’ English ability

The texts selected in the English textbooks of higher vocational colleges are all from the actual life and future career characteristics of college students. These teaching contents are full of profound humanistic, historical and social connotations. Only superficial and simple English teaching can not inspire college students’ profound experience. Therefore, English teachers in higher vocational colleges should attach importance to the autonomous in-depth analysis, reasoning and appreciation of students’ listening, speaking, reading and writing of teaching materials, and introduce CBL (Case-based learning) teaching method, hierarchical teaching method, TPRS (total physical response storytelling) teaching method, DRTA (Directed Reading Thinking Activities) teaching method, etc. into the classroom, so as to promote students to explore the great value contained in the teaching materials, Greatly improve the continuous development of college students’ language ability. For example, in oral communication teaching, English teachers in higher vocational colleges can take “Success and Happiness”, “Stories of My Parents”, “Successful People” and other topics as the theme, let college students conduct interesting dubbing training on platforms such as “Fundubbing”, “Lisheng English APP”, and “Foreign Research Communication”, encourage college students to think deeply about language communication, enter into deep learning, and lead their second language learning ability to spiral up.

2.3 Multiple evaluation to promote construction by evaluation

Constructivism theory emphasizes that classroom teaching evaluation must adhere to the principles of dynamic optimization, sustainable development, balanced integration and collaboration, and requires teachers to flexibly use diversified, diagnostic and procedural evaluation methods to achieve the purpose of promoting teaching and learning by evaluation, and promote the sustainable development of college students' comprehensive English literacy. Therefore, on the one hand, higher vocational English teachers can introduce front-line enterprise experts, school peers, parents and students into teaching evaluation, and promote the comprehensive evaluation results with multi-field English education objects; On the other hand, English teachers in higher vocational colleges can conduct comprehensive diagnostic evaluation, summative evaluation and formative evaluation, and use diversified evaluation methods in all aspects of teaching, so as to highlight the subjectivity of college students' English learning and promote learning through evaluation.

3. Conclusion

In the beginning year of the 14th Five-Year Plan in higher vocational colleges, English teaching reform must be suitable for the demands of the times of higher vocational development, adhere to the constructivist concept, clarify the talent training concept of English education and vocational education, continue to optimize the teaching mode with a targeted goal, and build a development road of higher vocational English teaching with professional ability characteristics and meet the needs of college students' English constructivism. Therefore, English teachers in higher vocational colleges should focus on the idea of constructivism, create a constructivist teaching environment, integrate content, and construct the language knowledge system of college students; Innovating teaching methods to promote the development of college students' English ability; Multi-evaluation can promote the construction by evaluation, so as to build an efficient English classroom in higher vocational colleges in the new era.

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