

# Vocational Goal Orientation in English Teaching Strategies in Higher Vocational Colleges

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**Abstract:** In the current process of English teaching reform in higher vocational education, English teachers in higher vocational education need to be guided by students' career development goals, innovate existing English teaching mechanisms and methods, and improve students' enthusiasm and initiative in participating in English learning. This article briefly analyzes and discusses the current situation of English teaching in higher vocational colleges, proposes principles for English teaching in higher vocational colleges under the guidance of career goals, taking students' career development and hierarchical learning as the core guiding principles, improving teaching efficiency, and proposes key measures to enhance the effectiveness of English teaching in higher vocational colleges. In addition, in the process of English teaching in higher vocational colleges, English teachers also need to adhere to practical and sufficient teaching ideas, and effectively integrate professional teaching and English teaching, so as to optimize teaching assessment and evaluation mechanisms, and improve English teaching level.

**Keywords:** Vocational English; Teaching Strategies; Career Goals

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## 1. Introduction

Under the current vocational goal oriented teaching system, schools should transform the past one-size-fits-all teaching mechanisms and models in English teaching, and provide students with more systematic and efficient subject teaching guidance. During this period, vocational English teachers need to clarify various teaching indicators and elements, consider the actual needs of students in the learning process, and optimize existing teaching mechanisms, teaching methods, and teaching methods to improve teaching efficiency.

## 2. Current situation of English teaching in vocational colleges

In the current process of running a higher vocational college, it is necessary to clarify the idea and core of running a school, and at the same time pay attention to enhancing the comprehensive quality of students in English teaching to promote their career development. In the process of English teaching in higher vocational colleges, the fundamental goal should be students' career development, combined with refined, targeted, and professional teaching guidance, to provide students with better professional teaching guidance. In this link, higher vocational colleges need to complete a more scientific and efficient design of English courses based on the needs of students' career development, combined with the development of vocational teaching and related professional fields, in order to ensure that relevant English courses can guide students through career development and guide them through in-depth and detailed career learning.

However, for a long time, vocational colleges have often lost the corresponding teaching focus and direction in the process of English teaching. In this link, vocational colleges adopt a one-size-fits-all English teaching strategy, lacking the introduction of targeted elements in the setting of teaching content, teaching objectives, and teaching models, that is, vocational colleges adopt unified teaching methods and mechanisms for students of different majors in the English teaching process. Without reference to the professional development needs of students in different majors, more scientific and detailed adjustments have been made to the teaching content and teaching plan, resulting in students lacking the corresponding learning focus during the learning process. In addition, many vocational colleges have set English courses as public elective courses in their English teaching process, allowing students to learn relevant English knowledge in a systematic and standardized manner. This does not fully highlight the professional

and professional attributes of English courses, make it difficult for students to improve their own development dimensions and breadth in the subsequent career development process. In general, in the current vocational teaching process, the school's setting of vocational goals is not scientific and reasonable, and it adopts a holistic teaching strategy during English teaching. It does not implement hierarchical, differentiated, specialized, and targeted English teaching guidance, resulting in students being unable to apply relevant English knowledge in practice after completing their studies.

### **3. Vocational goal oriented English teaching principles in higher vocational colleges**

#### **3.1 Professional development principles**

In the process of running a school, higher vocational colleges should innovate their existing school running ideas and models. Under the current vision of taking career goals as the core guidance, higher vocational colleges should clarify the fundamental path for students' career development in their school running work, and implement high-quality and efficient teaching work around students' career development. For example, in e-commerce majors, English teachers need to carry out business English teaching, and enhance students' language communication skills, in order to enable them to master professional vocabulary and proficiently use relevant professional vocabulary in business negotiations and communication processes; For example, in the teaching process of accounting major, professional teachers also need to effectively integrate accounting English with professional English to explain and transmit the professional vocabulary and terminology to students. Therefore, under the current vocational goal oriented teaching philosophy, vocational English teachers need to closely focus on students' career development in the teaching process, complete the reasonable preparation of curriculum teaching plans, teaching content, and syllabus, and ensure that English teaching can support students' career development.

#### **3.2 Hierarchical teaching principles**

Under the current concept of student based management, vocational colleges should adopt hierarchical and differentiated teaching guidance for students in the process of vocational education, achieve more refined and targeted teaching support for each student, and ensure that students can combine their own shortcomings and shortcomings in the learning process to complete targeted learning and exploration. Specifically, because vocational college students often have different English learning abilities, if teachers still adopt a one size fits all teaching model in the teaching process and do not consider the professional development needs of different students to optimize English teaching work, it is difficult to improve students' English literacy. At the same time, under the current framework of quality education, vocational English teachers also need to focus on cultivating students' abilities in listening, speaking, reading, and writing. However, different students have different levels of learning and cognition for these four abilities. Therefore, vocational English teachers should adopt more hierarchical and differentiated teaching mechanisms and models in the teaching process, innovate existing teaching methods, and achieve targeted teaching guidance for students.

### **4. Effective English teaching strategies in higher vocational education**

#### **4.1 Cultivating students' interest in learning**

Under the current professional goal oriented perspective, English teachers in higher vocational colleges should pay attention to cultivating students' interest in participating in English course learning during the teaching process. As a language discipline, English involves a large amount of tedious knowledge content, and students need to conduct a lot of thinking, memory, and learning during the learning process. If students lack sufficient interest, it is difficult to complete a more detailed and in-depth study of the knowledge points of the course. Teachers need to combine effective teaching and training methods, focus on enhancing the enthusiasm and initiative of students to participate in learning, and give full play to the subjective initiative of students to participate in English learning. In order to further enhance the enthusiasm and initiative of students in participating in English learning, English teachers need to be guided by interest to achieve more scientific and reasonable settings and adjustments in teaching work. After class, English teachers can also guide students to complete more scientific and efficient learning of English vocabulary, English phrases, and English sentences through rhymes or riddles.

In addition, in the teaching process, teachers can also focus on cultivating students' memory and learning ability of English vocabulary and English words through drama performance, so that students can use English vocabulary and English grammar more scientifically and efficiently in the performance process. By reforming English teaching models and methods, we can give full play to students' subjective initiative to participate in English course learning, thereby improving the level of English teaching. Therefore, in the current process of English teaching in higher vocational colleges, English teachers

need to innovate the existing teaching mechanism, be interest oriented, and achieve more scientific and efficient teaching guidance for students.

#### **4.2 Focusing on basic teaching and enhancing students' self-efficacy**

In the process of English teaching in higher vocational colleges, if English teachers want to improve teaching efficiency, they need to fully respect the personalized growth and development of students. During the teaching period, teachers should place students in the main position of English course teaching, focusing on stimulating students' enthusiasm and initiative to participate in learning. At the same time, English teachers should analyze each student's English knowledge base and evaluate their English proficiency level before carrying out teaching work. We should follow the principle of personalized development of students, highlight the dominant position of students in the teaching process, and strengthen basic teaching and guidance, in order to guide students to complete the use of relevant English knowledge points more flexibly and efficiently. From a career oriented perspective, English teachers need to focus on developing students' professional thinking in the teaching process, so that students can effectively integrate and use English knowledge with professional knowledge, achieve complementary subject knowledge, and deepen students' learning impression. Under the current curriculum teaching model centered on career goal orientation, English teachers need to focus on cultivating students' listening, speaking, reading, and writing abilities during the teaching process. In short, students need to achieve more flexible and efficient use of English knowledge points. Therefore, teachers need to promote the growth and development of students in various aspects during the teaching process, and teachers need to strengthen basic application teaching. During the teaching process, teachers an set scientific and reasonable learning goals for students, reference the needs of students' professional development and career development, and set scientific and reasonable English learning plans for students.

### **5. Conclusion**

Overall, in the current perspective of core competencies, vocational English teachers should combine refined and lean teaching guidance in the teaching process, provide students with more systematic and efficient teaching guidance, and promote the long-term and stable development of students' career.

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