

Construction of English Competence Training Model for Applied College Teachers under the Background of Integration of Production and Education

Rongjian Li

Jilin Animation Institute Changchun, Jilin 130000, China.

Abstract: The integration of production and education can meet the educational development needs of application-oriented universities in the new era. For teachers, it can strengthen the in-depth development of their own professional direction. Based on this, this paper focuses on the English teaching ability of teachers in application-oriented colleges and universities, takes the teaching elements that teachers in application-oriented colleges and universities should have as the premise, analyzes the current situation of English ability of English teachers in application-oriented colleges and universities under the background of production-education integration, and then puts forward the direction of the construction of English ability training mode under the background of production-education integration.

Keywords: Integration of Production and Education; Applied Colleges and Universities; Teachers; English Ability

1. The basic composition of English teaching ability of applied college teachers under the integration of production and teaching

1.1 Application ability of professional practice

The integration of production and education requires teachers to have both scientific research ability and practical ability. Teachers should not only study theoretical professional knowledge, but also master the information of the industry involved in the major. At the same time, they should be familiar with the demand gap of enterprise talents, and should devote more energy to the flexible application and transformation of scientific and technological achievements. In addition, teachers also need to analyze the compatibility between applied talent training and regional industry development, and the adaptability between applied talent training approach and social production activities from the perspective of professional setting.

1.2 Teaching ability of professional content

The teaching ability of analyzing professional content based on the integration of production and education requires teachers to meet the basic requirements of diversified teaching methods and flexible teaching modes. Teachers can get in touch with enterprises based on their professional Settings and teaching abilities, realize independent learning through different learning approaches and ways, and strengthen their own practical skills in education. Through field visits, job training, market research and other channels, we can create a learning road for students to understand the relationship between the major and the enterprise, and guide students to connect enterprise production, process technology, human resources system, management mechanism and professional knowledge together, so as to strengthen the purpose of professional learning. Teachers can also optimize teaching plans and objectives according to practical learning experience.

1.3 The ability to develop professional structure

The self-development of teachers under the integration of production and education means that teachers should understand the real-time industrial development status, deepen their professional practice ability, and have a strong educational desire to cultivate applied talents. The professional theoretical knowledge system should be solid, and the professional knowledge structure should be accurately controlled by education. If the teacher has front-line work experience related to the major, it means that the teacher has stronger applied research ability of professional theoretical knowledge. At the same time, teachers should keep up with the cutting-edge dynamic information of professional academic research and explain the advanced and applied professional technologies in the industry to students. The most important thing is that teachers should have the basic ability to use comprehensive theoretical knowledge to deal with complex events.

2. Current situation of English teaching ability of teachers in application-oriented colleges and universities under the integration of production and teaching

2.1 Not strong crossover content is too simple

English teaching ability can be understood as the English teaching technical ability and teaching methods that teachers should have. From the perspective of English majors in application-oriented colleges and universities, English is mainly composed of professional English and professional English. At the present stage, the most serious problem among teachers in application-oriented colleges and universities is the lack of interdisciplinary and integrated teachers to meet the needs of application-oriented personnel training. The boundary between majors and disciplines in most applied colleges and universities is too clear, which leads to the gradual narrowing of discipline education. The English knowledge structure mastered by students is too simple, which makes it impossible for them to develop cross-over, integrated and diversified learning thinking. As a result, colleges and universities cannot complete the education and training goals of applied talents.

2.2 Ideas are not innovative and innovation is too slow

The integration of production and education means that application-oriented colleges and universities should constantly expand the dimensions of talent education, develop diversified training modes, and build a new education approach for application-oriented talents with the core goal of "one professional and more excellent". Therefore, in the process of teaching English knowledge, teachers should not ignore the training of professional English theoretical structure and practical ability. To achieve ideal teaching effect, teachers need to build an application-oriented classroom teaching model and highlight the professionalism and cooperation of classroom activities. In view of the current vocational English teaching in application-oriented colleges and universities, the teaching activities provided by teachers cannot fully match the professional needs of students. Teachers are trapped in traditional concepts and blindly follow the textbook. Students' active consciousness cannot be awakened effectively, which leads to unsatisfactory English classroom teaching effect.

2.3 Practice has a blank theory is too rich

For a long period of time, the training teachers received before entering the profession was to cultivate "academic" and "theoretical" talents, which was regarded as the main goal of their work after entering the profession. Thus, it can be seen that there was a certain gap in the practical ability of teachers, which did not fully conform to the basic positioning of application-oriented talents training under the integration of production and education. At present, the training of application-oriented talents must be built on the basis of "dual-ability" teachers. The teachers are stable and have strong professional quality. In terms of professional qualification, they not only meet the requirements of college teachers, but also have professional qualifications. We can also find out the way of combining theory and practice from the external method.

2.4 Information is not strong use too stiff

In the information age, Internet technology provides considerable convenience for the innovation of college education. Information technology can break the passive teaching mode of traditional English classroom. However, there are still some teachers using traditional educational means, mainly passive classroom, the recognition of modern educational technology in the new era is not high. New classroom models such as smart classroom, cloud platform, micro-class and flipped classroom are introduced into English teaching, and they can actively contact and learn information teaching technology, no longer bound to the traditional indoctrinated classroom model.

3. The construction direction of English competence training mode for application-oriented college teachers under the integration of production and teaching

3.1 To construct the teaching and research unity based on industry demand

In fact, the concept of content-based teaching represents functional teaching, the core of which is the transfer of single subject to multiple subjects. English majors must adapt to the development trend of The Times, in order to meet the needs of different industries for the major, so as to find the precise positioning of the development of English majors in applied universities. In addition to English majors, different majors have different demands on vocational English. For students of these majors, teachers need to provide applied, practical and professional teaching.

3.2 Construct theoretical teaching and research collaborative body based on connectionism

The so-called connectionism emphasizes the learning process from the perspective of integration of internal and external factors, and refers to the effective connection between learning subject neurons and knowledge base. First of all, interdisciplinary integration system should be built to create a good platform environment for the mutual integration of disciplines. Secondly, the education and training of application-oriented talents in application-oriented universities should not rely on the individual strength of teachers, but break the barrier between disciplines and realize interdisciplinary integration based on cross-integration, which requires the cooperation among departments, teachers and universities. Regularly invite relevant staff from the enterprise to explain the content of students' vocational ability, which can also be used as a channel for teachers to learn vocational English.

3.3 Construction and cultivation of teaching and research practice based on school-enterprise cooperation

The education mechanism of application-oriented colleges and universities under the integration of production and education should gradually transfer to the cooperation between schools and enterprises. Teachers should take students' professional English ability as the main cultivation goal, and build a cooperative cultivation platform with both the theoretical knowledge system of professional English in colleges and universities and the practical experience of professional English in enterprises, so as to link the English teaching of college teachers with human resources management and vocational English training. According to the practical needs of the development of enterprises, we will discuss the teaching form, teaching structure and teaching plan of English major together, so as to provide enterprises with applied talents fully in line with their development needs.

4. Conclusion

Based on the above content, it can be seen that the English teaching ability of teachers in application-oriented colleges and universities should be continuously strengthened under the integration of production and education. Through the integration of new concepts, we can gradually realize that the construction of "dual-ability" English teachers with stable professional theoretical system and solid practical ability is the basis for cultivating application-oriented and innovative talents. Building a community of English teaching and research ability of application-oriented college teachers under the guidance of the integration of industry and education can not only clarify the comprehensive educational function of teachers, but also enable teachers to realize their educational responsibilities in the new era. At the same time, it can realize efficient integration of excellent resources in universities, enterprises, colleges, majors, technologies and other aspects. It is of profound significance to the cultivation of skilled talents and the shaping of professional talents in applied colleges and universities.

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Project sources: 1. 2021 Jilin Animation Institute Higher Education Teaching Research Project, No:Z2111;

2. The Educational Department of Jilin Province, No.: JLJY202357948033

About the author: Li Rongjian (1980.08-), female, Han nationality, born in Dezhou, Shandong Province, Master, Associate professor, research direction: English Education.