

An analysis of the Guiding Effect of English Skills Competition on English Teaching in Vocational Colleges

Xinzhou Min

School of international Exchange, Yangzhou Polytechnic College, Yangzhou 225000, China

Abstract: In the current English education in vocational schools, there are some problems, such as too much emphasis on English learning, separation of English education from the talent training system of vocational schools, and lack of features in English education. There is an urgent need for reform in such aspects as the training of judgment ability. The content and mode of English ability competition coincide with the focus of this reform, which has certain guiding significance for the reform of English education in higher vocational schools. English ability competition is a kind of guidance, to update the teaching concept, update the teaching content, improve the teaching method, improve the general English and vocational English teaching level, this course through a variety of forms of assessment, so that every student can feel the joy of English, so as to achieve the purpose of improving the application of English in an all-round way.

Key words: English teaching in vocational colleges; English skills competition; Orientation function

1. The application significance of English Skills Competition in Higher vocational colleges in English teaching

(1) It can greatly improve students' learning enthusiasm

Most of the college students in vocational colleges only focus on English teaching, and do not take the initiative to seek suitable teaching methods, let alone pay attention to the practical application of English training; Over time, it will make students lose interest in English. The organization of English competitions will greatly promote and help their study. Due to the limitation of the number of hours in class, we can not guarantee that every student can get the chance of practical operation. And various kinds of English competitions are a helpful aid for students to improve their English skills through continuous English practice.

(2) Competitions can achieve teacher-student interaction and pupil-student interaction

In the regular classroom, the teacher's explanation is still the core, while the students are in a negative state of learning. A foreign language is to be learned through continuous practice. This kind of competition can effectively solve the problem of the lack of practical application in the English class, fully mobilize the enthusiasm in the class, so that the students can take the initiative to participate in the class and can take the initiative to participate in the class. For example: organize English film score competition, the participants want to feel the English scene realistic, the students should carefully make full preparation in advance, and to simulate the pronunciation and tone; Through the analysis of the role, the psychological analysis of the role, and many exercises, such preparation is a kind of active learning, and it should be done more attentively than other tasks assigned by the teacher. Therefore, the teacher can arrange the basic courses in the classroom for the students' activities, so that they can interact with the knowledge in the book, and increase the learning and communication between the students.

2. The current problems in English teaching in vocational schools

(1) Insufficient attention is paid to listening and speaking

The emphasis on English teaching is inconsistent with students' learning requirements. Taking the book "English" in Jiangsu Province as an example, this paper designs a 6-hour teaching design scheme consisting of three modules: listening and speaking, reading and writing. Among these courses, listening and speaking courses occupy only two hours, while reading and writing courses occupy four hours. Therefore, there are many more courses teaching written language knowledge than listening in class, which is far from their expectations. The author conducted a questionnaire survey on the students of 20 two-year nursing classes in our school in 2015 and 2014, and found that 77.5% of the students said that the school English curriculum focused on reading, grammar and other aspects, and 85.8% of the students said that strengthening the cultivation of listening and speaking ability is necessary. It can be seen that there is a great deviation between the focus of the current vocational English curriculum and the expected development trend.

(2) English teaching is divorced from the talent training system of higher vocational colleges

English course is a humanities subject, its teaching purpose is to improve the comprehensive quality of college students, which is a big misunderstanding. Students in higher vocational schools only have a simple English foundation, which is far from meeting the requirements of enterprises on English application ability. Therefore, it is necessary to strengthen the training of students' application ability. The "English" textbook of Jiangsu vocational colleges only mentions in volume 3 that students are trained in vocational skills, and also deliberately injects a certain number of professional words into them. In this case, the learning effect is still very poor. Moreover, because each course is six lessons, so in the class, students only "dragonfly" to understand each major, the lack of a certain guiding significance. Therefore, all colleges and universities should take students' ability as the center, constantly carry out teaching and teaching innovation, and study and study seriously, so that English teaching can not only reflect the characteristics of professional courses, but also combine with the teaching of professional courses, so that college students can better integrate into the job.

(3) Lack of planning in teaching

In the process of English learning, teachers pay attention to the accurate use of vocabulary, the correct use of grammar and the reasonable organization of articles. After the above training, they can use appropriate language to express themselves in the topics they are familiar with, and they can also have daily conversations with people in daily life. However, their thinking problems are not deep enough, and their ability to analyze, evaluate and reason is poor. Their language shows the defects of lack of logic and order, and it is difficult to carry out in-depth communication. From the point of view of teaching means, at present, the English teaching of higher vocational schools in China generally adopts the “work-centered” teaching method. English teachers have gradually realized that it is of great help to cultivate students’ language expression level by means of scene teaching and target teaching. However, from the perspective of specific classroom teaching, the mechanical education methods such as reciting imitation, dialogue exercises, question sea tactics that repeatedly emphasize language points, and memorizing question banks are still common. This kind of education mode, which pays attention to skills and ignores thinking, makes English the basic language rather than “English thinking”.

3. The guiding effect of English Skills Competition on English teaching

(1) Update the teaching concept and teaching content with the coordinate of skills competition

Educational concept is a kind of objective cognition of the internal laws of educational activities, and it is a kind of guiding ideology and code of conduct for people engaged in educational work. It can be said that different educational concepts will form different educational activities. English teachers should adapt to the educational reform. First, they should realize the basic principle of higher vocational English curriculum, which is “cultivating students’ foreign language communication skills and centering on the work needs”. According to the work needs, they should change the current traditional educational concept of teacher-oriented and language knowledge-oriented. In English education, adopt the “sea of questions tactics” based education mode, effectively integrate a variety of educational resources, and design a certain professional characteristics and personalized education program for students. Take nursing profession for example, in this ability competition, there are a lot of questions such as “in the earthquake, there is a nurse, she will be in the disaster, to take care of the wounded”, “When an old man on the roadside, suddenly sick, onlookers will have doubts about her, she will stand up and rescue her” and so on. All the topics are in line with the professional level and professional level of the nursing staff, can be used to supplement the content of the textbook, can also be used for group discussion. In addition, the English proficiency competitions in higher vocational colleges are often closely related to some current hot topics. Teachers should “free their minds” by collecting educational materials from various sources, such as China English Daily, CCTV 9 English news, and online materials, and adding popular topics to their classes to improve their language skills and train their thinking ability. For example, under the theme of “Workplace Safety”, teachers can bring this topic to the English classroom, and further analyze and summarize the teaching of this topic on the basis of the theme of “Unit7SafetyIsEveryone’s responsibility” in the third edition of the high school English textbook.

(2) Take the competition as the starting point and reform the teaching method

Under the guidance of the teaching ideology of “listening first and using first”, teachers should adopt more “practice teaching”, pay attention to the diversification and diversification of teaching means, combine the teaching means of “situational teaching method”, “project teaching method” and other higher vocational colleges, and put English teaching in the working environment. For example, in the English course, not only must there be classrooms, There should also be laboratories, practice bases, and wards in hospitals; Nurse workstations and dispensing laboratories can be used as practice bases to create the most realistic practice environment for practice nurses. But even so, this problem can be solved through various technologies, such as VR technology. VR technology builds a virtual scene that can smoothly create a real, rich, immersive learning environment. VR technology can bring students a personal feeling, which helps them enhance understanding, deepen memory and improve learning results.

(3) Take the competition as a platform to promote the combination of public English teaching and professional English teaching

Higher vocational colleges implement the teaching method of “combining work with study”, and select high-quality, high-level, high-tech and high-tech professionals and technicians who are in line with China’s national conditions and actual needs through “technical competitions”. The setting of English competition in higher vocational colleges is based on the investigation of the demand for students’ English proficiency from all walks of life. This requires English teachers to find out the English literacy of the talents needed by the enterprise under the guidance of the competition idea, so as to ensure that the students have mastered the basic English and the necessary English, so as to comprehensively improve the students’ English literacy and business skills. For example, in the medical industry, there are many special words and languages, which are the necessary conditions for nurses to teach English. Therefore, in the field of nursing, the content of English teaching for nurses should be carried out in accordance with the mode of “3+0.5” and “2.5+1”, that is, 3 years of basic English +1 year of professional English +2 years of basic English +1 year of professional English. It is necessary to consolidate English knowledge, but also to increase the study of professional English and improve its comprehensive quality. To enhance their competitive advantage in the society.

(4) Take the competition as an opportunity to establish multiple evaluation methods

Secondary vocational English proficiency Competition is not only an important index to test the practical use of English in secondary vocational schools, but also the “vane” of English education in secondary vocational schools. Teachers should seize the opportunity of this competition to conduct a comprehensive assessment from the three perspectives of language skills, professional expression, emotions and emotions, and through a variety of assessment methods such as student self-assessment, student mutual assessment, teacher assessment,

etc., focus on students' listening and listening, strengthen supervision and guidance of students' English, and provide students with evaluation with reference value in time. In order to revise students' learning in a timely manner. At the same time, with the acceleration of the educational information process, the interactive online education system has gradually become a main "front" of educational evaluation. Students can upload their homework, oral training and other content with text, video and other forms to their own "small program", so that teachers and classmates can view their own results, and then "like", comment. In English teaching, they can understand the strengths and weaknesses of others through their comments and expressions, so as to achieve the purpose of learning from each other, complementing each other and making progress together. At the same time, we store these program evaluation data in an interactive teaching system for teachers' convenience. Higher Vocational English Proficiency Competition is a high-level foreign language competition in higher vocational colleges, which reflects the development trend of English teaching in higher vocational colleges and the demand for foreign language application ability. Although a college can send a certain number of "top students" to participate in the competition, this competition must not be just an "elite" competition venue. "To promote learning, teaching, construction and improvement through competition" is the ultimate goal of this English proficiency competition. Therefore, in the English ability competition, teachers should update their teaching concepts, update their teaching methods.

4. Conclusion

In terms of the content and methods of the course, it advocates the organic integration of public English and professional English, and evaluates students from multiple perspectives, so that students can feel happy in English, and finally improve their comprehensive quality in an all-round way.

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(Author: Min Xinzhou, male, 1978.12 Associate Professor, School of International Exchange, Yangzhou Vocational University)