

A study on the revolutionary practice of English classroom in Higher vocational colleges based on vocational needs

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Abstract: This paper will analyze the necessity of English classroom revolution in higher vocational colleges and how to carry out English classroom revolution according to the needs of vocational college career development.

Key words: vocational demand; Vocational English; Classroom revolution; Practical research

Introduction

At present, vocational education is in a critical period of connotation development, focusing on the comprehensive development of vocational education and improving the level of vocational colleges, in 2021, the Ministry of Education put forward the initiative of “classroom revolution”, pointing out the direction and goal for the curriculum reform of higher vocational education in the new era. Under the strong advocacy of the state, our city focuses on supporting vocational colleges to carry out outstanding and empowered construction projects and quality improvement programs, encouraging teachers to create high-quality educational resources and improve the quality of classroom professional teaching.

1. Present situation of English classroom and teaching in vocational colleges

As the main battlefield of teaching, classroom is the main channel of talent training, and the quality of talent training depends on the quality of classroom teaching. In recent years, the educational level of higher vocational colleges has been greatly improved, but there are still many problems in classroom teaching, such as single teaching form, teacher-lecture-oriented, lax implementation of teaching standards, backward traditional teaching methods, students’ weak learning initiative, and inefficient learning methods. The concept of “classroom revolution” is still a new word for many teachers, and its acceptance is still relatively low. Although there are a lot of researches on “teaching reform and curriculum reform” by scholars at home and abroad, there are few research results and typical cases on the theory of “classroom revolution” proposed in 2021 in CNKI and some other databases. Some of the existing research results also have certain limitations, which are as follows: First, there is a lack of endogenous motivation of research “based on occupational needs”, and most of the practice has significant traces of “affected”, and most of the reform practice research is carried out on the theoretical level; Second, the lack of “classroom revolution” research carried out at the level of “occupational demand” leads to the mutual contradiction between theoretical exploration and practical countermeasures; Third, the lack of a clear, systematic and scientific “classroom revolution” practice path, the existing research is mostly based on the three education reform level of experience summary, classroom practice mode needs to be improved. Especially for the service of Tianjin regional industrial development, the vocational demand-oriented vocational English classroom revolution reform practice research is an urgent field. At present, the teaching output of our school is that the jobs of graduates are mainly for business service industry, wholesale and retail industry, vocational skills training, foreign business professionals and other job groups. The situation of enterprise post (group) one person and multiple posts is relatively common; The professional classroom teaching mode is single, the practical training link is missing.

The English classroom revolution in higher vocational colleges based on vocational needs will be a revolution of subversive behavior to traditional English classroom teaching. Through the practice mode and teaching method of the classroom revolution, and according to the teaching service concept of “student-centered”, theoretical education will be provided in the school classroom, quality training and tutor guidance will be provided in the enterprise classroom, and modern information technology, big data and artificial intelligence technology will be used to build a modern education ecology of school-enterprise cooperation and establish a three-dimensional integrated vocational education classroom. To provide personalized education services and guidance for students with different vocational needs, so that students can clarify their career goals, release their individual potential and take the initiative to learn.

2. Vocational English classroom revolutionary teaching practice strategies based on vocational needs

1. Create an innovative teacher team. Form a high-level innovative backbone teacher team with excellent teaching theory and strong teaching practice ability. Make teachers change their role from teaching leadership to collaboration, from knowledge imparts to cooperative innovation, from result evaluation to output stimulation, so as to step up to become real expert teachers, and realize the healthy development of schools and students. Enhance the learning concept and advanced concept of teachers, professional teachers fully carry out enterprise research, timely understand the professional quality needs of enterprises and grasp the latest technology and process standards of enterprises; To improve teachers’ teaching technology concepts, build virtual companies through online learning Spaces and platforms, etc. Teachers, as leaders of virtual companies, should coordinate the company’s planning and functional task arrangement, and organize students to study tasks and items online and offline based on the work process; Introduce the improvement concept of lean production and the professional ability and post standards of employees into the classroom revolution, and establish a post case base and task-based work project assessment

implementation plan to test practical operation ability.

2. Establish a “student-centered” practice-oriented curriculum system based on occupational needs. Under the continuous renewal of modern education concepts, strengthening practical teaching is an important feature of the classroom revolution. According to the characteristics of students, personalized and targeted teaching training plans are formulated, and teachers and students are created to cooperate in exploring the classroom. The teaching method takes students as the main body, attaches importance to heuristic and independent inquiry teaching, promotes the implementation of classroom teaching with online and offline interaction, and outputs the teaching results in the form of business working mechanism and virtual simulation practical training in the course content arrangement.

3. Optimize the course content based on the occupation and post needs. Set the course content according to the needs of talents and job tasks, achieve the integration of “truth and reality” and the integration of “post class competition certificate”, and subdivide practical courses into on-campus practical training and off-campus practice containing enterprise cognition, so as to realize the true significance of school-enterprise cooperation. To turn classroom teaching into effective teaching, teachers focus on the special skill knowledge points required for different positions such as sales operation post, document system certificate post, customer service post, create an immersive business situation, publish job simulation tasks, and mobilize the enthusiasm of learning while integrating with the post. By creating “post workflow oriented” loose-leaf training manual type teaching materials and business scenarios, stimulate the construction of students’ main activities, so that the main elements of teaching: school, teachers, society, students and teaching connotation elements: Listening, oral expression, business etiquette and business negotiation, etc. are presented in class through remote connection, enterprise cognition or student practice, to enrich class connotation, enhance class interest, and make students use what they learn.

4. Improve the classroom teaching evaluation system of “cultural quality + vocational skills”. By carrying out multiple evaluation in the process, teachers should be guided to shift the focus to truly effective skill teaching, pay attention to students’ learning effect and output after learning in different units, strengthen students’ comprehensive thinking, introspection and other abilities, and shift their attention from academic performance to self-knowledge structure level and comprehensive growth. The excellent students with outstanding English skills or selected from skill competitions are organized and hired as “student assistants” to assist professional teachers to carry out cooperative learning, hands-on guidance and skill demonstration in class, and effectively solve the problems of low participation and enthusiasm of students, low resource utilization rate, single evaluation method of process and low efficiency of skill cultivation. From the four dimensions of selection, training, employment and evaluation and reward, a set of training implementation plan and mechanism of “student assistant” is formulated; At the same time, focusing on the construction of the “student assistant” team, the teachers are liberated from heavy and repetitive labor, so that the teachers have more time to pay attention to the development of each student, so as to better formulate and design personalized learning tasks, create learning scenarios, and improve the effectiveness of classroom practice teaching.

3. The influence and significance of carrying out classroom revolutionary practice

Based on the analysis of the current situation of the development of English classroom in higher vocational colleges, this paper makes a beneficial exploration and practice of the teaching reform of “classroom revolution”, forms a curriculum system and implementation approach with vocational characteristics and taking vocational needs as the starting point, and enriches the theoretical and practical achievements of “classroom revolution” in vocational education. The specific application and further development of the “occupations-based” classroom revolution theory and project teaching and modular teaching theory in the teaching reform practice of higher vocational English courses in China are discussed. Establish a dual-subject talent training mode coordinated by school and enterprise, optimize the integrated teaching organization mode of “teaching and doing”, reconstruct the “classroom revolution” in higher vocational English, build a practice platform of “3 training and 3 competition”, expand the construction of other majors in professional groups, and improve the integration of post and course competition certificates, which is conducive to improving the quality of teaching reform and the level of talent training. And provide a certain demonstration and reference for the practice research of “classroom revolution” in higher vocational English and the construction of professional curriculum system in Tianjin, Beijing-Tianjin-Hebei and even the whole country.

1. Improve the teaching effect. Through the classroom revolution, promote the deepening of teaching reform, promote the transformation of English classroom from “knowledge oriented” to “work oriented”, from “knowledge structure” to “work process”, carry out “bilingual, dual teacher and multiple” classroom practice activities, and strengthen the training of students’ listening, speaking, reading and writing skills in English courses through simulation demonstration, virtual classroom and simulation training room in various aspects. Fully embody the characteristic teaching ideas of “English language skills + business theory knowledge + practical operation skills” for business English majors, closely combine talent training with market demand, and carry out classroom revolution can steadily improve the teaching quality of English courses, effectively improve the teaching effect, and improve the teaching evaluation results year by year.

2. Enrich teaching resources. Relying on the classroom revolution, carry out the “three education” reform, and actively develop and construct online open courses on the learning platform to facilitate teachers to share resources and teaching and research, which is conducive to the application of higher-level topics and the publication of related core papers based on the research of this project; It is conducive to promoting the compilation and publication of new textbooks and cloud textbooks in the form of workbooks co-compiled by schools and enterprises.

3. Help students grow up. Based on vocational needs and the needs of enterprises, while reforming classroom teaching, strengthen school-enterprise cooperation, open up the channels of cooperation and education with foreign enterprises in free trade zones and free trade zones, expand various forms of school-running modes, transfer classes to enterprises, carry out in-depth school-wide cooperation

and industrial college training, and develop various types of teaching modes combining work with study. The export of the classroom is employment, unblock the channels of talent employment, pay attention to talent training while paying attention to students' employment competitiveness and lifelong development. For students who lack English ability and can not pass CET-4 or CET-6, it may lead to a decline in employment quality. In view of this universal problem, this paper puts forward solutions: that is, to obtain 1+X primary certificate of practical English communication vocational skills recognized by the state and a large number of enterprises, so as to help students choose jobs and find high-quality employment.

Concluding Remarks

In a word, vocational English classroom teaching based on vocational needs is facing a severe test for both teachers and students. The road of classroom revolution is tortuous and difficult, but classroom, as the core place to build a high ground for cultivating high-quality technical talents, must actively make beneficial exploration in the classroom revolution to cultivate students' independent, cooperative and exploratory learning mode and develop students' thinking ability, especially their creative thinking ability. So that teachers' classroom teaching and students' learning behavior have a subversive change, at the same time, the classroom content should also be carried out from the perspective of professional needs, and strive to simulate the classroom as an enterprise or society, so that it becomes a stage for teachers and students to interact and cooperate. Only in this way can students be immersed in it and experience the fun of careers. At the same time, the classroom revolution puts teachers and students on the same level, reshapes the role of teachers as students' cooperators and guides and helpers, and shifts the focus of attention to truly effective vocational skills teaching, paying attention to students' behavioral effects and skill output after learning different tasks and projects. Provide students with deep, unique and efficient problem-solving strategies, strengthen students' sustainable development abilities such as comprehensive thinking and introspection, and shift attention from students' learning results to vocational skill level and students' personal comprehensive development and sustainable development. Therefore, to carry out classroom teaching based on vocational needs and promote the paradigm shift of classroom revolution from "teaching" to "learning" is not only conducive to improving students' career development planning ability and employment awareness, but also conducive to teachers' concept change and self-development. Through the classroom revolution, we can also establish the enterprise entrepreneurship tutor database and the talent pool of outstanding graduates, introduce industry tutors into the classroom to teach students professional courses, elect outstanding graduates to give lectures, promote the multi-directional cooperation between teachers and enterprises, students and enterprises, teachers and students, enhance the communication between students and employees, and actively create the "teaching for learning" classroom.

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