

A study on the integration of reading and writing in the basic teaching of public English in higher vocational colleges

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Abstract: Public English is an important part of the English teaching system in higher vocational colleges. Reading teaching and writing teaching are important contents of public English courses. Reading and writing have the relationship of mutual connection and mutual transformation. Teachers should emphasize the integration of the two in basic teaching. By adopting the teaching methods of reading and writing integration and promoting reading and writing, teachers can effectively improve the teaching effect, realize the combination of learning and application, and improve the comprehensive level of students' English. Based on this, this paper analyzes the existing problems in public English basic teaching in higher vocational colleges, and puts forward the specific application of reading and writing integration strategy in public English basic teaching in higher vocational colleges for reference.

Key words: Higher vocational colleges; Public English; Basic teaching; Literacy integration

Introduction: In the new era, the public English courses in higher vocational colleges are facing new opportunities and challenges. There are some problems such as the separation of learning and application and low teaching efficiency. In this regard, English teachers in higher vocational colleges should correctly recognize the important value of teaching reform, pay attention to introducing advanced teaching methods in teaching, and promote the effective integration of writing teaching and reading teaching, so as to improve the teaching effect and help the development of students' comprehensive quality. The integrated teaching mode of reading and writing emphasizes the relationship between reading and writing, and there is a mutual promotion relationship between the two. Through reading inspired teaching and writing to improve reading ability, the integration of the two can effectively improve students' reading comprehension and writing expression ability, so that students can better use English knowledge.

I. The current predicament in basic public English teaching in higher vocational colleges

The source of students in higher vocational colleges is relatively complicated, and many students have a weak English foundation, which makes them feel difficult in learning public English courses. In the stage of higher education, the requirements of English courses are constantly increasing, and the learning content is more complex. Students are faced with difficult and boring English knowledge, and lack of corresponding learning motivation and enthusiasm, which makes the learning results unsatisfactory. At present, there are many practical difficulties in the basic public English teaching in higher vocational colleges, which are mainly reflected in the following aspects:

First, the lack of practicality of English courses. In the previous teaching mode, teachers paid more attention to the teaching of English language knowledge, mostly adopted the teaching method of theory teaching, and tested students' learning results by using English test papers and English grade tests. They did not attach importance to the development of students' English application ability, and did not effectively cultivate students' humanistic cultivation, so that students only focused on the content of textbooks. English knowledge is not closely related to workplace application and future work needs, and it is impossible to form a close combination of learning and application. Public English courses in higher vocational colleges play an important role in connecting the past with the next, which can not only connect the ideas of English teaching in middle school, but also prepare students for their future work and career development. However, at present, the teaching methods adopted by teachers are not suitable for students' career development, and it is difficult to mobilize students' enthusiasm, which goes against the essence of vocational education.

Second, the teaching method is relatively simple. In course teaching, the teaching methods adopted by teachers are relatively simple. Teachers occupy the role of expositor and use unified teaching methods to teach, failing to pay attention to the individual differences and learning conditions of students. As a result, students with poor foundation can not keep up and students with good foundation can not eat enough, which is difficult to effectively improve the teaching effect. In the teaching process, there is a problem of separation between reading teaching and writing teaching, and it is difficult to form a good integration between the two, which is not conducive to students' mastering the writing method from a global perspective, and the integration of reading and writing is not fully implemented.

Thirdly, the teaching concept is not updated in time. In the teaching work, the traditional teaching concept is relatively backward, can not effectively adapt to the needs of students' development, can not help students adapt to the development of The Times. In the traditional teaching mode, many teachers lack the awareness of innovation and fail to effectively update the idea of combining English reading and writing teaching, which makes reading teaching and writing teaching independent of each other, fail to timely understand the learning feedback of students, and it is difficult to adjust teaching according to the actual needs of students. Moreover, the interaction between teachers and students is insufficient, and teachers cannot grasp the effective learning feedback information. Thus forming a vicious circle, it is difficult to achieve the ideal teaching effect.

II. The strategy of reading and writing integration in the basic teaching of public English in higher vocational colleges

1. Attach importance to the integration of reading and writing teaching and rebuild the English curriculum system

In order to effectively promote the important integration of reading teaching and writing teaching, teachers should follow the principles of openness and applicability, rebuild the teaching framework and curriculum teaching system, integrate talent training goals and student development goals, and build a scientific and reasonable teaching system to help students develop in an all-round way. First, make clear the importance of the integration of reading and writing. With the acceleration of globalization and the coming of the information age, the importance of English literacy in higher vocational education has become increasingly prominent. Reading and writing ability is one of the core abilities of language learning, and also the foundation of students' future career development. The integration of reading and writing teaching can help students better understand and use English, improve the comprehensive quality of the language, cultivate students' critical thinking and innovation ability, and prepare them for their future career. In this regard, teachers should change their teaching concepts, combine reading and writing, guide students to deeply understand articles through reading teaching, cultivate their critical thinking and information screening ability, organize students to carry out activities such as imitation and rewriting through writing teaching, and apply reading skills to writing. Second, the curriculum system should be designed reasonably. In the design of the curriculum system, teachers should pay attention to enhancing the application practice, such as increasing English practice activities, intercultural communication sensation, etc., and organizing more English corners, English speech competitions and other activities, so that students can improve their English level in practical application. Third, improve the teaching evaluation system. The traditional evaluation system often only focuses on students' mastery of grammar and vocabulary, but neglects the evaluation of practical application ability. In this regard, teachers should improve the evaluation system and increase the evaluation of students' practical application ability. For example, oral and writing tests can be organized to comprehensively evaluate students' English proficiency. Third party evaluation agencies can be introduced to make objective and fair evaluation of students' learning results. Fourth, rational layout of teaching logic. In the process of curriculum system construction, teachers should serve the needs of discipline development and talent training, establish personalized teaching reform paths, and create a hierarchical curriculum system. For example, in the freshman and sophomore years, teachers can focus on the integrated training of reading and writing, organize more listening, speaking, reading and writing activities, and effectively consolidate the foundation of students. At the same time, they encourage students to participate in English majors from CET-4 and CET-6, carry out targeted training for students who pass the exam, and improve their oral communication ability and translation skills. In the junior year, teachers focus on training students' vocational skills, such as intermediate and senior oral English, English and American writing, etc., to consolidate their employment foundation.

2. Introduce output-oriented teaching method to promote the effective integration of reading and writing

The output-oriented method is an important teaching method with driving as the means and output as the ultimate goal, aiming at solving the problem of "separation of learning and application" in the teaching of public English courses and cultivating students' English application ability. In practical application, teachers can divide the teaching process into driving, facilitating and commenting, so as to organize the reading and writing integration teaching activities. For example, in the teaching of "Family and Community", it mainly includes the following links: First, driving link. This link emphasizes the use of life scenes to drive students, and effectively stimulate students' enthusiasm for learning. In this regard, teachers should create English communication scenes, associate the embodiment of output tasks with students' real life, and encourage students to apply curriculum knowledge to solve practical problems, so as to develop students' English learning literacy. In the leading-in environment, teachers create real situations based on students' living conditions. For example, teachers may ask, "Do you know your family members? What are their characteristics?" This leads to the theme of the text. The teacher shows the mind map for the students, guides the students to read the text, extracts the corresponding keywords through reading, analyzes the details of the protagonist's family members, including physical features, good at things, etc., and fills them in the mind map in the form of keywords. This link pays attention to attract students' attention, can guide students to actively explore the knowledge points of the course, encourage students to discuss and analyze their own family situation, and understand the content of the article by oral communication. Second, the facilitation link. This part focuses on guiding students to conduct English writing and consolidating students' English foundation through writing training. English writing is a pain point and difficulty for students to learn English, which depends on students' ability and reserve of knowledge learning. Many students often find it difficult to convert what they have learned into writing materials. In the process of reading and writing integration teaching, teachers guide students to flexibly use reading materials, design hierarchical teaching content according to students' ability development, provide different text content and writing tasks for students at different development stages, eliminate students' writing barriers, help students build article frames, and teach students diversified writing methods. For example, teachers first guide students to make a mind map based on their family situation, fill in the keywords of family members' personality characteristics and interesting stories, etc. On this basis, they sort out the language information, analyze the text structure, introduce their family members according to the text structure of the article, and apply the expression methods of the article to their writing, so as to help students accumulate and apply them. Enrich students' writing content and methods.

3. Design online and offline mixed teaching to cultivate students' self-learning habits

Blended teaching is a modern teaching method based on information technology, which can provide students with rich learning resources and promote students' independent learning and exploration. In this regard, teachers can design online and offline blended teaching in the teaching of public English basic courses to effectively cultivate students' learning habits and improve students' comprehensive ability. For example, in the teaching of the course "Daily Diet and Daily Wear", teachers can extend the teaching to before and after class, online and offline, mainly from the following aspects: First, pre-class autonomy. Pre-class is an important part to lay a solid foundation for students.

Teachers can release learning task lists for students, assign preview questions, guide students to self-study before class, collect all kinds of pictures and videos related to daily diet, etc., and connect what they learn with actual life scenes through the online platform. After the preview, students will upload the learning results to the learning platform, and under the guidance of the teacher, clear the vocabulary and sentence pattern obstacles, etc., and form their own views on the content of the text. Teachers can design the “learning expansion” area on the online platform, integrate the expansion content with the teaching content, and expand the students’ learning vision. At the same time, the online test system can be applied to check the students’ preview online, analyze the students’ learning of vocabulary and grammar, and lay the foundation for classroom teaching. Second, organize classroom inquiry activities. Classroom teaching is an important part of blended teaching, which emphasizes on guiding students to absorb and master curriculum knowledge effectively. In the process of classroom teaching, teachers should embody the principal position of students, take the content of the text as the basis, organize reading and writing integration training activities, encourage groups to explore each other, on the basis of reading and analyzing the text, carry out continuous writing or imitation writing in combination with the text structure, effectively improve students’ writing application ability, and promote students to change from passive learning to active exploration. To improve students’ English application ability. In this process, teachers can create life teaching situations, guide students to translate Chinese special dishes, try to translate the names of different dishes with what they have learned, or introduce different dishes in words, so as to exercise students’ ability to explain Chinese stories, so that students can take the initiative to publicize traditional Chinese culture in their future life or work. Third, consolidate after class. After class, teachers should combine the content of the article, provide students with summarizing and expanding resources, upload them to the online platform, guide students to learn and memorize after class, and improve students’ learning efficiency.

Epilogue

To sum up, public English course is an important part of the higher vocational education system, which is of great help to students’ future work and development. Teachers should grasp the key points of English teaching and promote the effective integration of writing teaching and reading teaching, so as to better improve the effect of English teaching in higher vocational colleges. Through the analysis of the current teaching situation, it can be found that there are still single teaching methods and backward teaching concepts in teaching. We should pay attention to reversing the problem of backward teaching, strengthen the application of advanced teaching methods, and effectively enhance the teaching effect, improve the teaching level of teachers and students’ English application ability by means of output-oriented method and mixed online-offline teaching method. To lay a solid foundation for students’ future development.

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