

# The practice and discussion of life-oriented English classroom teaching in secondary vocational schools

Vivian Choi

Shantou Lin Baixin Science and Technology Secondary Professional School, Shantou, Guangdong 515041

**Abstract:** Vocational school students' interest in English learning is weakening, and vocational school teachers devote themselves to organizing classroom teaching to help students find and fill gaps, but the effect is not good. With the continuous development of secondary vocational education in China, as a secondary vocational teacher, we should combine the learning characteristics of secondary vocational students in daily teaching and constantly improve teaching methods, which plays a very important role in improving the teaching effect of secondary vocational English classroom. Language learning cannot be separated from continuous use in real situations. Only by repeatedly practicing the language in specific situations can students truly master it. Through integrating theory with practical teaching, this paper discusses how secondary vocational school teachers can reasonably build a life oriented English classroom in practical teaching, stimulate students' interest in learning, help students improve their new knowledge structure, and at the same time, integrate ideological and political education into teaching, imperceptibly establish the correct three perspectives of secondary vocational school students, so as to truly improve the enforceability, practicality and effectiveness of secondary vocational English classroom teaching.

**Keywords:** secondary vocational English; Classroom teaching; Life oriented; Ideological and political education

## Introduction

At present, in secondary vocational schools, English classroom teaching still generally lacks a sense of reality in life, and secondary vocational students lack effectiveness and practicality in learning, so students cannot use the language they have learned to solve practical problems. The new English curriculum standard emphasizes the need to stimulate students' interest in learning English, improve secondary vocational school students' ability to use English comprehensively, enable secondary vocational school students to develop their language ability, thinking ability, communication and cooperation ability in the process of learning, and put English into practice to achieve the purpose of effective communication and communication in English. Therefore, it is imperative to construct a life oriented secondary vocational English classroom.

## 1. The significance of constructing life oriented secondary vocational English classroom

The purpose of language learning is communication, and language must be integrated into life. As the most widely used language in the world, English is closely related to students' study and life. The secondary vocational school students acquire knowledge information such as pronunciation, vocabulary, phrases and grammar in their learning, and the ability to use English correctly is more important in daily communication. From the perspective of learning psychology, secondary vocational school students are just more interested in exploratory teaching and eager to obtain more practical and life oriented content in teachers' daily teaching. In specific English classroom teaching, secondary vocational school students continue to learn language to increase their own life experience and communication ability. Teachers can let secondary vocational school students perceive, understand and use English to master knowledge and significantly improve their learning effect by creating a living teaching scene.

The secondary vocational English course is also the only one that allows secondary vocational students to feel and compare the differences between Chinese and Western languages and cultures. In the classroom, on the basis of letting the secondary vocational school students understand the western cultural background, naturally integrate ideological and political education, which can not only improve the secondary vocational school students' interest in English learning, but also let students know more about their own national cultural characteristics, feel the inclusiveness of the motherland, enhance the secondary vocational school students' "four self-confidence", and establish the students' correct three perspectives.

## 2. How to construct a life oriented English classroom in secondary vocational schools

Classroom teaching originates from life, but it is higher than life. The use of English is not only reflected in the classroom, but also reflected in daily life. In order to achieve the goal of effective use of language, English classroom teaching in secondary vocational schools should be based on the actual life background of secondary vocational students and be the theme. Teachers should carefully capture the teaching opportunities in the textbooks through keen insight, and achieve the goal of enhancing the vitality of secondary vocational English classroom and returning the classroom teaching to life by creating a living classroom atmosphere for secondary vocational students and integrating ideological and political education content around the curriculum theme, It really improves the effectiveness of English classroom teaching and learning in secondary vocational schools.

## 2.1 Clarify the tasks of secondary vocational English teachers

The task of English teachers in secondary vocational schools is to teach them the important and difficult knowledge in English textbooks in a way that students can quickly understand. In teaching activities, teachers should first consider the learning characteristics of secondary vocational school students, and make the introduction and explanation of knowledge simple and life oriented by reasonably creating teaching situations, so that secondary vocational school students can master it more easily. To a large extent, the formation of English ability can be consolidated only by students' continuous practice and summary of speech. Teachers should strive to make classroom teaching return to life, so that the classroom is full of strong life atmosphere, so that students can actively participate in classroom teaching activities, thereby improving the effectiveness of classroom teaching. By using reasonable teaching methods, teachers use the most common and attractive life examples of students to teach, combine teaching content with students' actual life, and make students more interested in participating in the actual use of language. This is what we discuss as "life-oriented English teaching".

## 2.2 Rational use of secondary vocational English textbooks

English textbooks are the core part of English curriculum resources, which are important contents and means for students' learning and teachers' teaching. At present, our school uses the textbook "Basic English Module" published by the Higher Education Press in August 2021. In terms of teaching methods and content, the textbook pays special attention to cultivating the comprehensive ability of vocational school students to communicate with life, and at the same time helps them form a positive attitude towards life and establish a correct world outlook, outlook on life and values. Secondary vocational school teachers should correctly and timely recognize this point and avoid the phenomenon of new textbooks and old teaching methods in teaching.

The basic module includes three themes: man and self, man and society, and man and nature. Each unit includes: Warming up; Listening and Speaking; Reading and Writing; Culture Understanding; Language Practice; Group Work; Self assessment. In terms of topics and contents, the textbooks fully consider the life experience of secondary vocational school students and the practicality of what they have learned in their future life and work. Teachers' rational use of textbooks enables secondary vocational school students to listen, speak and do in English in simulated life or work scenes, and experience the fun of learning English. Of course, in actual teaching, it is a great challenge for teachers to deal with the relationship between knowledge teaching, application ability training and so on in the limited classroom teaching time. Therefore, life oriented English classroom teaching requires teachers to screen textbooks reasonably according to actual needs, and appropriately supplement relevant life oriented background materials and ideological and political education content, To enable secondary vocational school students to constantly improve their personal ability and enhance their patriotism in the process of learning, and become a qualified and promising youth.

## 2.3 Life oriented Practice of English Classroom Teaching

### 2.3.1 Basis for creating real life situations

Teaching content is the foundation of teaching. Selecting content from life experience can make secondary vocational students feel friendly and natural, and can improve their learning interest and effect faster. Before teaching, teachers should carefully prepare textbooks and students. Teachers' teaching methods should serve students' learning methods. Teachers should be good at grasping the content related to our actual life in the textbooks, capturing the life elements in the textbooks that are conducive to teaching, and adapting to the circumstances in the teaching process, while imperceptibly integrating the relevant ideological and political education into the teaching content, so that the teaching effect of teachers and the learning effect of students can be constantly improved.

When teachers devote themselves to studying the current new textbook "Basic English Module", it is not difficult to find that there are a lot of content that can be integrated with life in the textbook. The content of the textbook is closer to the actual life of students, which provides a good teaching basis for life oriented English teaching. When strengthening the connection between classroom teaching and daily life, teachers should break through the limitations of teaching materials, create real situations appropriately and reasonably through a series of English comprehensive practice activities, make students' life experiences the theme of classroom teaching, and strive to make teaching content live, so that secondary vocational students can learn to apply in life.

### 2.3.2 Examples of living English teaching in secondary vocational schools

The life oriented teaching of English in secondary vocational schools should be close to life and take daily life as the theme. The new curriculum emphasizes that the teaching process is an interactive process for the common development of teachers and students. Teachers guide students to actively learn and think in the learning process through participation, thinking, discussion and cooperation in the teaching process, so that learning becomes an independent and personalized behavior process. Students learn to use English to solve practical problems by constantly practicing English through collecting relevant topics in life. For example:

(1) If you like to go shopping with me? After getting a positive reply from the students, the teacher can bring the students into the situation and tell them that we'd better have a shopping plan before shopping. Secondary vocational school students like cooperative learning, so teachers can make shopping lists with students in class to consolidate the knowledge they have learned and help students understand and remember the basic items in the shopping list: Time; Place; Item; Quantity; Money et al. Then, let students know the

characteristics of shopping places before shopping. Teachers can prepare some common questions in advance to communicate with students and discuss how can you go shopping effectively? Teachers can make teaching activities full of life through reasonable situational assumptions and connection with real life. For example:

Teacher: Would you like to go shopping with me?

Student: Yes! What's on your shopping list?

Teacher: I need some bread and cakes.

Student: You can go to the bakery. ....

(2) In this unit, secondary vocational school students are required to learn to use the comparative and superlative forms of adjectives in real life. Therefore, teachers can prepare a table listing the names of restaurants and food familiar to students around the course theme to help secondary vocational school students expand their study content related to restaurants, which is not only close to students' lives, but also expand their knowledge, so that students can have more content reference when conducting dialogue exercises, ease their nervous mood, and enable students to better practice the key and difficult points of this lesson.

In actual operation, considering the limited English level of secondary vocational school students, teachers can give an example: I want to eat out in Chaoshan Restaurant I like lobster, abalone and burger. I think abalone is more delicious than lobster. I think burger is the kitchen food of the three. Through such classroom interaction, students' listening and speaking abilities can be trained and the teaching objectives of this lesson can be achieved.

In the process of teaching, teachers put relevant ideological and political education through it, telling secondary vocational school students to advocate green diet and protect our ecological environment.

### 2.3 Integrate ideological and political education naturally around the content of textbooks

In combination with the reading articles of the textbook Unit 8 People and Event (Reading and Writing), Zhan Tianyou resolutely returned to China after learning, and overcame many difficulties to build the Beijing Zhangjiakou Railway. Teachers can integrate the following ideological and political elements to help secondary vocational school students establish correct values, outlook on life, world outlook and sense of example, learn the excellent qualities of the characters, and examine their own patriotic beliefs, so as to stimulate the patriotism enthusiasm and national feelings of secondary vocational school students.

In the teaching introduction part, students are guided to say "The Four Great Inventions": papermaking (Cai Lun); Gunpowder (Sun Simiao); Printing (Bi Sheng); Compass (Luan Da), so as to enhance the national pride of secondary vocational school students.

Before reading, brainstorm to inspire students to discuss why more and more international students choose to work in China (such as: Love for their motherland...), to cultivate students' family and country feelings, and also to pave the way for the next reading.

In the process of reading, first use the timeline of the narrative to ask questions for students to read quickly. Then design the reading task and let the students discuss in groups. Under the guidance of the task, students complete the events on the timeline, which is used as a mind map for each group of students to retell the content of the article; For students with weak English proficiency, you can answer questions (When? Who? Why?) Help students find the key information in the article. Students at all levels can better understand the description of Beijing Zhangjiakou Railway construction and the important events in Zhan Tianyou's life.

The students learned about Zhan Tianyou's struggle, gained deep feelings in the article, and will regard him as a model. Through the power of idols to cultivate the quality of hardworking secondary vocational students, we can achieve the ideological and political effect of twice the result with half the effort. Therefore, students will actively reflect on their daily life, recognize their own shortcomings, and consciously define their personal learning plans, further strengthen their personal motivation, so as to pursue and strive to achieve their ideal goals, which are related to the life of secondary vocational school students.

After reading, the team members can gain knowledge of what they have learned, supplement relevant knowledge, and make a brief introduction to the Beijing Zhangjiakou Railway, which can also extend to the achievements in China's high-speed railway construction and witness the rise of China's science and technology. At the same time, the students' team cooperation ability is also cultivated, laying a good foundation for communication in the future work.

In the expansion part, guide the secondary vocational school students to actively use the data to consult, and through the introduction of the train invention process (James Watt improved the steam engines; Richard Trevithick invented the steam locomotives; George Stephenson built the steam locomotive for the railways), let the students know the great invention and innovation of human beings, and understand that the progress of human society comes from continuous accumulation, Let secondary vocational school students form a correct understanding and cultural attitude towards the achievements of human history, and establish a correct world outlook after understanding and mastering the objective laws of world development.

In the above practice, it is found that by joining the English classroom of ideological and political education, secondary vocational school students not only learn language, but also have ideological connotation. The sense of example is imperceptibly embedded in their hearts, and the team consciousness and cooperation ability of secondary vocational school students are also improved. The secondary vocational school students are full of confidence in Made in China, which enhances their sense of national pride and patriotism, and also

sets up a correct three outlook. Teachers have truly fulfilled their responsibilities of teaching and cultivating people, and establishing moral integrity.

## 2.4 Life oriented operation design

Homework is the last link of classroom teaching. In addition to arranging some regular language skills and grammar knowledge exercises, students can also observe life and learn in life while completing homework. Diversified homework forms are the continuation and expansion of classroom teaching.

For example, the purchase task in Unit3 Shopping in the above example; For example, in Unit 6 Food and Drinks, students are arranged to work in groups, make product posters for each group, and give students the opportunity to show on the stage in groups; At Unit 8 People and Events, students can find more relevant knowledge about Beijing Zhangjiakou Railway on the Internet, make a brief introduction about Beijing Zhangjiakou Railway, and share it with students after class. These life oriented assignments are of special interest to secondary vocational school students, which not only enable them to apply their language learning, but also cultivate their innovation ability and self-learning ability. In this process, ideological and political education moistens things in silence, which is conducive to the comprehensive development of vocational school students' quality.

## 3. Reflection on the construction of life oriented English classroom teaching in secondary vocational schools

In fact, it corresponds to the requirement of exploring effective teaching models in practical English classroom teaching. In the process of life oriented English classroom teaching in secondary vocational schools, secondary vocational students can have more opportunities to fully demonstrate their abilities in the teaching activities carefully designed by teachers. In this process, secondary vocational school students can not only practice and use new sentence patterns, but also review what they have learned. The English learning motivation of secondary vocational school students can be activated, the classroom teaching atmosphere of secondary vocational school English can be improved, and the teaching effect can be guaranteed.

As a secondary vocational English teacher, in the future English teaching process, we should constantly absorb new knowledge, keep pace with the times, improve our teaching methods, and increase our professional ability. In teaching, we should start from the most common and familiar life examples of secondary vocational students, appropriately organize classroom practice activities to mobilize their enthusiasm for learning, and help them apply the knowledge they have learned in real situations, Let secondary vocational school students realize the role and significance of the knowledge they have learned.

Teachers should fully tap the ideological and political elements contained in the teaching materials, which not only enrich the teaching connotation, but also cultivate the good morality of secondary vocational students. In the process of imparting knowledge, teachers should naturally complete the goal of all-round education and the fundamental task of cultivating morality. The life oriented classroom teaching in secondary vocational schools really brings into play the communicative function of language and realizes the quality-oriented English education in secondary vocational schools.

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