

# Current Situation analysis and Solution Strategy of English Teaching in secondary vocational Schools

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**Abstract:** With the in-depth development of vocational education teaching reform, teachers in secondary vocational English teaching practice pay more and more attention to the cultivation of students' core quality in English teaching. In this context, secondary vocational English teachers should establish the consciousness of teaching reform, analyze the current teaching situation and explore solutions, improve students' English practice ability, combine professional knowledge with English subjects to carry out high-efficiency teaching. Based on this, this paper will focus on the analysis of the current situation of English teaching in secondary vocational schools and the solution strategy to carry out research.

**Key words:** secondary vocational school; English teaching; Current situation; strategy

With the deepening of teaching reform in secondary vocational English teaching, the traditional teaching model has been gradually replaced, curriculum teaching has been reformed, and English teaching has gradually carried out all kinds of thinking and practice. However, in practical teaching, there are still some problems that need to be solved. It is necessary for English teachers in secondary vocational schools to find out the existing problems and find out the reasons based on the actual situation of students, design more high-quality teaching programs, and promote the improvement of English teaching quality.

## 1. The practical significance of English teaching reform in secondary vocational schools

The analysis and reform of the current situation of English teaching in secondary vocational schools is conducive to reducing the restrictions and constraints of traditional teaching concepts on English teaching, fully enhancing students' subjective initiative, reducing students' fear and resistance to English teaching, and improving students' cognition of the practicability of English teaching. In the reform of teaching, teachers can complete the transformation of their roles, integrate new educational concepts and teaching methods into English teaching, change from the traditional teaching subject to the guide, let students become the subject of learning, promote their ability to explore actively. In the reform of teaching practice activities, teachers create more opportunities for students to exert themselves and explore practice, combine professional teaching with practical teaching, and make students deeply realize that English teaching is closely related to students' future career development, so as to achieve correct guidance for students. At the same time, in the practice of teaching reform, multimedia technology can be introduced into teaching practice to complete and extend the content of classroom teaching which is not detailed enough in the textbook, and design English classroom teaching which conforms to the actual level of students in secondary vocational schools, so as to promote the improvement of students' comprehensive quality.

## 2. Analysis of the current situation of English teaching in secondary vocational schools

### (1) Students' basic level is insufficient

On the whole, the English foundation of students in secondary vocational schools is relatively weak. Students have certain basic English knowledge after graduation from middle school, but the overall level is not high. Some students have poor English ability, low interest in English learning, and some students lack the initiative and exploration consciousness of in-depth learning. Faced with highly differentiated student groups, teachers will encounter problems in designing teaching plans and choosing teaching methods. The arrangement of teaching contents should consider students' cognitive level, learning interest and learning progress, so as to attract students' attention and ensure the advanced nature of teaching schemes and teaching methods. Secondary vocational English teaching needs to consider the uneven basic level of students, some students poor academic performance, insufficient English learning resources, resulting in limited learning progress of students, some secondary vocational students lack of vocabulary, oral ability has not been well trained, relatively weak knowledge, it is difficult to carry out effective interaction with teachers in English class. At the same time, some students fail to establish their good learning habits and find their own learning methods in the process of English learning. Most of this is due to the complex source of students and the lack of a systematic learning system in the previous learning experience, which leads to the inconsistency between the actual level of students and the textbooks of secondary vocational schools. This requires teachers to improve their professional quality and optimize and adjust the content of the textbooks.

### (2) Teaching methods need to be improved

In most current secondary vocational English teaching practices, teachers commonly use irrigation teaching, that is, lecture-style teaching for the whole class, in which students follow the teacher's ideas to learn and are in a passive position, rarely able to actively think. This flat and direct teaching mode makes classroom teaching completely based on the teacher's pace. Students have no active learning space and have relatively few opportunities to interact with teachers. They can only communicate for a short time in the process of teacher's questions. This leads to the formation of the teaching mode of "one word" by teachers in the English teaching class of secondary vocational schools, which affects the overall teaching quality. At the same time, the level of students in secondary vocational schools is different.

Some students' basic knowledge of English is poor, so teachers need to start from the most basic knowledge to teach, but some students' English level is good, able to expand learning, so they need teachers' guidance. In this case, teachers have not been able to apply a more new teaching model, adjust the teaching ideas, to ensure that students at different levels can achieve maximum development.

(3) It is not closely integrated with the major

Teachers' insufficient understanding of students' majors also leads to the lack of smooth progress in interdisciplinary English teaching. With the proposal and establishment of core literacy teaching objectives, English teaching starts from subject teaching, serves students' future development and employment, and excavates English materials from professional fields. However, in actual teaching, English teachers usually take textbooks as the main teaching resources and seldom pay attention to professional teaching. They fail to fully understand students' majors and find suitable English learning materials in professional teaching materials, which leads to the separation between English learning and professional learning. In terms of the choice of teaching methods, the teaching objectives of English teaching in secondary vocational schools have gradually changed from the previous achievement as the center to the core quality as the center, to cultivate the comprehensive quality of students. However, most English teachers' classroom teaching only focuses on teaching knowledge, emphasizing basic skills such as listening, speaking, reading and writing, while other aspects of core literacy education fail to be fully reflected. Especially, there are few designs on cultivating students' innovative thinking and independent thinking ability in interdisciplinary education, leading to students' insufficient ability in thinking ability.

### **3. Analysis of the reform strategy of English teaching in secondary vocational schools**

(1) Optimize teachers' teaching concepts

With the optimization and upgrading of social economic structure and the promotion of vocational education reform, the demand for vocational and technical talents in various sectors of the society has gradually increased, and the demand for talents has also increased. Secondary vocational colleges need to enhance students' attention to the teaching of various subjects, so that they can establish the awareness of all-round development. Teachers should first change their own educational ideas, design all-round development of teaching objectives, so that students to English and other cultural subjects and professional subjects to maintain the same emphasis. Teachers can start from the career guidance, with the help of career planning courses, guide students to pay attention to knowledge learning, and enhance students' enthusiasm in learning cultural courses. In the practice of English teaching in secondary vocational schools, teachers should deepen the learning results of students on the basis of basic English teaching, actively change their own educational ideas, strengthen the teaching of basic English knowledge while reducing the in-depth teaching of theoretical knowledge, attach importance to practical English teaching, organically combine with students' professional learning, and improve the overall quality of teaching. Specifically, teachers can integrate professional teaching and English teaching to a certain extent, dig more integration points and common points of professional knowledge and English teaching, improve the proportion of English practice activities, so that students can get more diversified learning choices, enlighten students' learning ideas. Teachers can arrange interdisciplinary content in elective courses to balance the proportion of several classes. For example, in developing the "We Have Only One Earth! In the teaching of one lesson, teachers can introduce the education and teaching content of new energy major to show students how to reduce energy waste and pollution in a more visual way and establish environmental awareness. While showing the natural scenery around the world to students, teachers can also integrate the engineering and geography knowledge teaching, improve students' interest in English classroom teaching, strengthen the penetration of knowledge of various disciplines, and ensure the improvement of students' learning effect.

(2) Combine the teaching of students' majors

In order to reflect the advantages of applied teaching in secondary vocational schools, teachers should break the relatively simple and rigid problems in the traditional teaching mode in teaching practice, combine the English teaching content and students' majors, deepen the impression of students, expand the scope of teaching and make students pay more attention to the content of English teaching. In the interdisciplinary teaching of English in vocational schools, the content with certain practicability and service for students' future employment should be selected into the teaching, with the goal of conforming to the application of students' post-employment workplace environment and language communication, adapting to the needs of students in different kinds of occupations, highlighting the characteristics of English teaching in vocational schools. Teachers can integrate more interdisciplinary knowledge, combine different types of culture and subject knowledge with English learning, and improve students' learning enthusiasm. For example, in the process of learning the lesson "Sports Are Good For You", teachers can introduce relevant knowledge of sports events, show students more types of sports events, and introduce relevant English words, proper names, etc., to expand students' vision. They can also use English commentary video to improve students' listening skills, so as to improve their learning efficiency. For another example, in the teaching of "Plan Your Work, Work Your Plan", teachers can use the knowledge about work in this lesson to introduce the importance of English learning to students and systematically introduce the knowledge that future students can access and apply in their work. By sorting out the content of the article, teachers can focus on guiding students to understand vocational knowledge and applied knowledge, so that students can learn English expression in interview, work planning, work content and other aspects, practice oral expression ability and writing ability, and constantly improve students' English skills and enhance their employment competitiveness.

(3) Adopt flexible teaching methods

Combined with the current situation of English teaching in secondary vocational schools, teachers should be aware of the actual learning needs of students, according to the actual situation of students' performance and learning ability, carry out more flexible and

diversified teaching, pay attention to the comprehensiveness and high efficiency of teaching. Teachers can design hierarchical teaching mode. In the learning group of secondary vocational schools, some students have weak English foundation, English learning ability only stays at the basic level, and cannot reach the English level of secondary vocational level, but there are also some students with outstanding English ability. Compared with the general secondary education, the distance between the learning level of secondary vocational education will be larger. Teachers can introduce stratified teaching mode in classroom teaching practice, take English test as the reference basis, from the perspective of students' learning ability, learning attitude, learning performance and other aspects, rationalize and scientific division of students' levels. Reasonable division of levels is an important basis for multi-level teaching, teachers need to spend a certain amount of energy to divide, to have a more comprehensive understanding of students, so as to make students learn more smoothly in the process of multi-level teaching. Therefore, teachers should strengthen the communication and interaction with students, understand the real needs of students, and carry out accurate stratification. At the same time, teachers should pay attention to the invisibility of stratification. Clear stratification will discourage the learning enthusiasm of students with weak foundation, reduce their interest in learning, and restrict their learning ability, which is not conducive to the development of their learning ability. Therefore, the stratification of students should be invisible, which can be clearly recognized by the educators represented by teachers. It will play a great role in maintaining students' learning experience and promoting their emotional development, and also improve the effectiveness of stratified teaching.

In a word, the reform and development of English teaching in secondary vocational schools is an important trend of vocational teaching reform. Teachers should conform to the development direction of vocational education, explore the current situation and problems in English teaching, promote students to consolidate their own professional knowledge in English learning, improve students' English level and learning enthusiasm, and constantly improve teaching methods to promote its comprehensive development.

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