

A Study on the Teaching Strategy of “Student Centered” Higher Vocational English Classroom

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Abstract: In the context of student-centered education, student-centered vocational education teaching design is the best choice to empower English subject education, guide the development of English literacy among vocational students, and pragmatically strengthen vocational English education. At the same time, the concept of student-centered education serves as a guiding principle for the development of vocational English education, guiding the smooth progress of its modern teaching work. It is an indispensable core of the reform and innovation of vocational English education, and determines the effectiveness of vocational English talent cultivation. Therefore, the integration of student-centered education into practice is crucial. In this regard, the article will focus on the design of student-centered vocational English teaching.

Keywords: student-centered education philosophy; Vocational English; instructional design

The optimization of student-centered vocational English teaching design is an inevitable choice for the reform of vocational English teaching and education. It is also a way for vocational English education to respect the development needs of students and create favorable conditions for the development and improvement of English professional cultivation among vocational students. However, the current student-centered education activities in vocational English still face numerous difficulties and obstacles. Influenced by various factors such as outdated educational concepts, single educational methods, and limited teaching content, student-centered design teaching activities have not been effectively carried out, and the effectiveness of vocational English teaching has been greatly reduced. It is difficult to ensure that students at all levels can achieve substantial development and improvement. Therefore, innovative optimization of student-centered vocational English teaching design is of great significance. Based on my understanding of student-centered vocational English teaching design, I will briefly describe my insights on relevant teaching design activities for reference and exchange among relevant educators.

(1) Implementing the student-centered concept and emphasizing the subject status of students

Vocational English teachers integrate the student-centered concept into practical teaching, which can stimulate students' interest in learning, improve their learning motivation, and encourage them to participate more actively in classroom activities. This teaching philosophy requires teachers to pay more attention to the individual differences of students and treat each student as an independent learning subject. In the practice of vocational English teaching, it is crucial to implement the student-centered concept into teaching. In practical operation, teachers should actively transform traditional teaching concepts, change classroom roles, abandon traditional indoctrination teaching methods, and focus on emphasizing the subject status of students in the classroom. Due to factors such as age and physical and mental development, vocational college students have a strong desire for self-expression. Teachers need to carry out teaching based on the actual characteristics of students, provide more opportunities for students to express themselves in the classroom, and truly achieve student-centered learning. In terms of cultivating students' subject status, vocational English teachers should encourage students to raise questions, express opinions, and actively participate in classroom discussions and interactions. By giving students more discourse power in teaching, stimulating their interest in learning, and enhancing their sense of participation. Specifically, teachers can guide students to share their English learning experiences or language difficulties encountered in real life, thereby triggering deeper discussions and reflections. This kind of communication is not only a process of knowledge transmission, but also an opportunity to encourage students to actively think and independently solve problems, which can improve their learning consciousness. For example, vocational English teachers can introduce topic research projects in the classroom, encouraging students to choose English topics related to their interests for in-depth learning. In this project, students can independently choose to conduct surveys, write reports, and share their research findings in the classroom. This not only enhances their interest in the Eng-

lish subject, but also cultivates awareness and ability for active learning. Through such practice, students gradually shift their role from passively receiving knowledge to actively building the subject of knowledge, achieving a strengthening of their subject status.

(2) Reasonably integrating English teaching content based on personalized needs of students

Under the student-centered guidance, vocational English teachers comprehensively consider the individual needs of students, provide English teaching content that is more practical and challenging, and can promote the comprehensive development and deep learning of students. This method of integrating teaching resources can not only better meet the learning needs of students, but also help stimulate their interest in learning and improve the effectiveness of English learning. Therefore, considering the individual differences of students, teachers need to integrate English teaching content reasonably according to the interests, levels, and subject characteristics of students in vocational English teaching. Firstly, teachers can combine English teaching content with the topics that students are concerned about by understanding their interests and hobbies, making the learning content more closely related to their real-life situations and stimulating their enthusiasm for learning. For example, if students are interested in technology, teachers can choose relevant topics for discussion or reading to enhance their interest in English learning. Secondly, teachers can adopt differentiated teaching methods based on the differences in students' English proficiency, and adjust the difficulty and depth of teaching content reasonably. For students with higher English proficiency, teachers can provide more challenging learning tasks, such as deep reading, English writing, etc., to meet their subject needs; For students with lower English proficiency, teachers can use more intuitive and life oriented cases and textbooks to help them consolidate their foundation and gradually improve their English proficiency. Finally, teachers can integrate English teaching content with other professional knowledge by combining the characteristics of different disciplines. The purpose of vocational English teaching is to cultivate students' knowledge application ability, and through integration with professional courses, help students better understand and apply English knowledge, and improve their comprehensive literacy in the professional field. For example, in the field of hotel management, teachers can combine English learning with hotel service related English textbooks to enable students to understand relevant professional knowledge while learning English, and improve their comprehensive abilities.

(3) Create a pleasant teaching environment and ignite students' enthusiasm for learning

Vocational English teaching has high requirements for students' English communication skills. Teachers can create pleasant teaching situations in English teaching, encourage students to actively participate in learning, enhance their interest in the English subject, effectively cultivate their English communication skills, and meet the needs of students for English professionals. One is to use interesting teaching methods, such as English games, fun quizzes, etc., to attract students' attention and make English learning more vivid and interesting. Through fun teaching, students can participate in English learning in a relaxed atmosphere, making it easier to maintain their enthusiasm for learning. Secondly, practical case analysis is introduced to combine English knowledge with practical situations, allowing students to experience the joy of learning while solving real problems. In vocational English teaching, teachers can use multimedia to play specific case content, guide discussions on English application scenarios in real life, and enable students to more intuitively understand and apply the knowledge they have learned. Through the introduction of such practical cases, students can stimulate their interest in learning, improve their practical application ability of English knowledge and English communication ability. Thirdly, organize group collaborative learning. Vocational English teachers can adopt group cooperative learning to create a relaxed and interactive learning atmosphere, allowing students to share knowledge and exchange ideas through collaboration. Through this interactive learning approach, we can bridge the gap between teachers and students, cultivate their teamwork skills, and enhance their sense of achievement and belonging. For example, in practical teaching, vocational English teachers can introduce role-playing teaching activities, allowing students to use English for dialogue and communication in simulated situations. This interesting teaching method not only creates a lively atmosphere, but also cultivates students' practical language skills. At the same time, students can experience the joy of learning when participating in role-playing, and improve their confidence in language expression in a relaxed atmosphere.

In summary, student-centered optimization of vocational college English teaching design is in line with the needs of modern reform

of vocational college English education, and also helps to strengthen the subject position of vocational college students in the English classroom, ensure that students' various English cultivation demands are respected, and create a good environment for students to grow and develop their knowledge and abilities. In this regard, vocational English teachers should pay attention to the implementation and practice of the concept of student-centered education, gradually transform their own educational philosophy, combine with the curriculum construction goals of vocational English, rely on modern scientific technologies such as multimedia technology and virtual reality technology, and construct student-centered vocational English classrooms, ultimately achieving the goal of effectively implementing the concept of student-centered education in vocational English education.

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