

Exploration and Analysis on the Reform of College English Application-oriented Courses based on the Demand of Vocational Ability

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Abstract. College English teaching in application-oriented undergraduate colleges should focus on cultivating listening and speaking abilities and comprehensive application abilities, all teaching activities are carried out around students, giving full play to students' subjective initiative and encouraging them to actively participate in language practice, at present, most colleges and universities adopt the teacher-led classroom teaching method, which is difficult to adapt to the social needs, this paper explored and analyzed the reform of college English application-oriented courses based on demand of vocational ability, after carefully analyzed the positioning of the college English course for "Teaching Requirements for College English Courses", the college English courses of students majoring in preschool education was redesigned, after more than one year of practice and exploration, survey and collection of evaluation courses, some experiences were summed up, this paper strives to explore and adapt to the society and the workplace, and has breakthrough in the needs of students' lifelong career development.

Keywords: college English, application-oriented course reform, vocational ability.

1. Introduction

With the rapid development of the modern economy and information technology, the world has become a "global village", and as a tool of communication, the role played by English has become irreplaceable, but due to the limitations of traditional thinking that has long been formed, at present, college students have many difficulties in college English learning: the foundation is not solid, the learning method is wrong, lack of learning motivation, and many students think that learning English is not important, lack oral learning environment, learning English is limited to English class, It is difficult to get learning and use opportunities after leaving the classroom, many reasons have led to the weak practical application abilities of college students' English, which cannot meet the requirements of serving the major. On the basis of summarizing a large number of related literatures, the author analyzes and discusses form practice background, curriculum orientation, curriculum design and curriculum implementation according to his own relevant teaching experience, and tries to point out new ideas for college English teaching.

2. Course Orientation

The latest "Teaching Requirements for College English Courses" defines the teaching objectives of College English as: "cultivating students' comprehensive application ability, especially listening and speaking ability, so that they can effectively communicate oral and written information in English in future work and social interactions, while enhance their independent learning ability, improve comprehensive cultural literacy to meet the needs of social development and international exchanges in China." The requirement of this course is a kind of macro guidance for the reform of English teaching in colleges and universities, based on the requirements of this course and the needs of social development, the training objectives of college English in this reform are specifically determined as: "by cultivating students' listening, speaking, reading, writing and translation abilities and improving their comprehensive cultural literacy, students can effectively communicate information in English in their work and social interaction, and pay attention to the integration with majors, reflect

employment-oriented, so that high-quality application-oriented talents "like a tiger with wings" more competitive."

3. Course Design Concepts and Reform with "Three Centers as the Change"

3.1 John Dewey's "Learning by doing" as Design Idea

The American educator Dewey proposed "learning by doing" in democracy and education: "all learning is a by-product of action, so teachers should encourage students to think through "doing" and learn knowledge," Dewey advocated the concept of "learning by doing" runs through all major aspects of the teaching field, such as the teaching process, courses, teaching methods, and teaching organization forms, all based on the requirements of "learning by doing". It has formed "not only shape modern American education, but also affect the activity course and activity teaching around the world." Therefore, we reformed according to the teaching idea of "change of three centers" in this application-oriented course reform, namely from the teacher-centered to the student-centered, knowledge-centered to the situation-centered, classroom-oriented to practice-centered.

The change of the first center is "change from teacher-centered to student-centered", it means that all teaching activities are carried out around students, giving full play to students' subjective initiative and encouraging them to actively participate in language practice, the teachers have changed from the original teaching center to the organizers, managers, collaborators and consultants of the teaching activities. The change of second center is "change from knowledge-centered to situation-centered": the teaching content of each unit is based on a situation, in this context, listening, speaking, reading, writing, translation and other language activities are organically combined to stimulate students' interest in participating in language learning, and understand the meaning of context content, so as to cultivate learners' English application ability. The change of third center is "change from classroom-centered to practice-centered"; practice is a process of simulating work, the theoretical knowledge learned and accumulated in peacetime learning is integrated through practice, strengthens students' professional ability and vocational ability, as well as various adaptability abilities, so as to improve students' comprehensive abilities such as professional quality, communication ability and team cooperation.

3.2 Specific Design of College English Courses for Preschool Education Major

The aim is to serve the major and enhance the foreign language teaching ability of the students of this major. Re-designing the college English courses in connection with our preschool education major, college English is a compulsory public basic course for students majoring in preschool education in our university, there are 32 periods/semester and 96 class hours in three semesters. In this reform, the course content is specifically designed to three situations for teaching; the whole learning situation takes the ability as carrier, namely the tasks that can be accomplished, children's English games are designed to pass through the learning of phonetics, grammar and vocabulary in the first situation, while perceiving and experiencing the organizational mode of children's teaching, children learn the application of words, sentences and grammar in dialogues through the arrangement of English dialogues, and master the method of English penetration in children's daily life; situation 3 uses the drama performance to learn the application of words and sentences in the real situation, and master the language ability and teaching ability needed to organize bilingual teaching activities. The design of learning situation embodies from hand by hand to hand-nurturing and then to letting go. The whole working process is from the analysis of children's living situation to the acquisition of relevant situational English knowledge to the formulation of children's English teaching plan, finally, the practice of children's English teaching, the evaluation of children's English teaching effect, the design of learning situation from easy to difficult, and the participation of teachers is gradually reduced.

4. Course Implementation

Teachers' excellent lectures often help students save a lot of valuable learning time, and students' cooperative learning cannot be replaced by many other forms of learning, so English learning should strengthen communication, encounter problems can not only be solved by themselves, put problems in front of everyone, it is easier to solve and make progress. Therefore, our school changed the traditional classroom teaching into the first classroom, the second classroom and the third classroom to effectively carry out teaching in the reform. The first class refers to the theory and practice teaching according to the training plan, the specific steps are: first, the teachers send the micro-lecture to the class group before the class, so that the students can familiarize themselves with the chapter knowledge by watching the micro-lecture video, and discuss in the learning group, then create a situation for related language activities in the classroom according to the content of the unit, the key points are analyzed and the difficulties are overcome one by one with the help of teachers, the last is the practice teaching, the knowledge is sorted out and the summary is improved with the help of teachers. The second class is carried out on the basis of the first class, elective courses and interesting courses are increased, for example: setting up children's English songs, children's pictures and fun English, children's daily routine word, explain English picture books and other courses for preschool education major, as well as coaching students to participate in various skill competitions, providing students with more practice and exercise opportunities. The third class is an extension of the first and second class, training students' self-study ability through self-study of network courses. Pushing the review content of the key and difficult points of the unit on the WeChat official account regularly, and arrange for self-learning on the network on the supporting platform of the textbooks, students are arranged to conduct independent online learning on the supporting platform of teaching material.

5. Course Evaluation

The effect of course evaluation is appraised by superior administrative unit, third parties, school supervisors, teachers, and students, since the implementation of the reform, students' satisfaction with teaching was tested through interviews and questionnaires for students, it rose from 69.12% in 2015 to 93.25% in 2017, the excellent rate of student total score also increased from 12.22% in 2015 to 33.25% in 2017. Moreover, we count the employer's attention to the students' abilities through the questionnaire, the assessment criteria are set according to attention, and the employer grades according to the students' work ability, the evaluation obtained is more realistic and can be more effective, it can more effectively evaluate students' practical application level.

6. Conclusion

In short, the learning of language requires practice, and only through the continuous various practices in and out of class, students can test their expression ability and speaking level in practice. Students should also strengthen cooperation with their classmates while paying attention to self-study. Although in the early stage of the reform, the students thought that the practical teaching project brought them a lot of learning pressure impetus, this pressure stimulated their learning and exploration impetus, finally, through unremitting efforts; finally, they completed the practical project, and the students' ability and self-confidence are enhanced. The application-oriented course reform plays a very important role in the English teaching of applied colleges, the requirements of employers for students are not only to understand the theory, but also emphasize the excellent ability of students, and only through constant practice can students practice their English ability, English teaching can only truly serve students' major, thus improving students' vocational ability, and trains talents to meet the needs of enterprises and social development.

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