

Analysis of English Teaching Models in Higher Vocational Education from the Perspective of Professional Ability

Li Liu

College of International Education
Hainan Vocational College of Economics and Business
Haikou, Hainan 571127, China

Abstract—English is an important basic course in Higher Vocational education. However, looking at the current actual teaching situation, it is found that there are still many problems in English teaching in Higher Vocational Colleges in China. Combining with the needs of modern social market development, this paper makes an analysis and study of Vocational English teaching based on vocational ability cultivation from the aspects of teaching objectives, segmented teaching, teacher-student communication, information technology means and teaching assessment, and explores how to combine English teaching with vocational education so as to make students better meet the needs of employment posts after graduation.

Keywords—Vocational competence perspective; Higher Vocational English; Teaching mode

I. INTRODUCTION

Higher vocational colleges are an important base for cultivating practical and applied talents. In higher vocational English teaching, teachers are required to innovate teaching content and teaching mode in the light of students' professional ability development. But as far as the present situation is concerned, because many higher vocational colleges are deeply influenced by exam-oriented education, the teaching mode of textbook publicity has already deprived students of their enthusiasm for learning English, and it is also not conducive to the improvement of students' professional ability, and extremely unfavorable for future career development. In view of the above situation, English teachers in higher vocational colleges are required to take the improvement of students' professional competence as the focus of teaching and to innovate the teaching mode in an all-round way so as to arouse students' interest and enthusiasm in learning and to enhance students' enthusiasm, which is also an important trend in the future development of higher vocational education.

II. THE NECESSITY OF HIGHER VOCATIONAL ENGLISH TEACHING REFORM BASED ON PROFESSIONAL ABILITY

A. Help students improve their employability

English is a practical subject and an important part of China's education system. It is also an inevitable trend to strengthen English education in line with the development of today's economic globalization. Compared with normal

universities, Vocational College Students' learning ability is generally poor, English foundation is very weak, and students' English language application ability needs to be further improved. English is a practical subject and an important part of China's education system. Strengthening English education is in line with the development of today's economic globalization. With the changing employment situation in the market, the weak English level of higher vocational students will inevitably have an impact on their future development and growth. In order to change the present situation, teachers are required to reform and innovate the content and mode of English teaching from the perspective of vocational competence training, actively apply modern teaching methods and teaching means to improve students' English application ability, at the same time improve students' employment ability, and lay a good foundation for their future career. [1]

B. In line with the new curriculum reform needs

With the continuous development of social economy, the demand for talents in the development of the industry is constantly increasing, and the demand for talents is also increasing year by year, which requires the education industry to closely integrate with the needs of social development for personnel training. Practice has proved that the traditional concept of education can hardly meet the actual needs of social development. Therefore, it is imperative to strengthen education reform.

In the field of Higher Vocational education, in response to the call of the new curriculum reform, English subject teaching should gradually get rid of the shackles of traditional teaching concepts, actively carry out the reform of teaching content and the innovation of teaching mode, constantly improve students' autonomous learning ability and language application ability, and give full play to the guiding role of teachers in the teaching process and improve students' innovative consciousness and practical ability.[2]

III. AN ANALYSIS OF THE PRESENT SITUATION OF ENGLISH TEACHING IN HIGHER VOCATIONAL COLLEGES

Firstly, with the continuous development and change of the times, the traditional teaching mode of higher vocational colleges has been far from meeting the actual needs of students.

It is also very difficult to arouse students' interest in learning by indoctrinating teaching mode. Especially for Vocational College students, their English foundation is weak, so it is more necessary to innovate the teaching mode. In traditional teaching concepts, it is difficult to link teaching with students' future professional competence. Most teachers believe that it is enough to improve students' English scores. Therefore, it neglects to improve students' practical English application ability, which reduces the effect and quality of English teaching.

Secondly, in Higher Vocational English teaching, the improvement of students' professional ability should be regarded as the core of education and teaching. In the process of practical teaching, students' English application ability and language communicative ability can be improved through rich and colorful practical activities, such as speech contest, drama performance and English singing contest. At present, there are some problems in English teaching in many higher vocational colleges that are not suitable for students' career development. Moreover, in practical teaching, they fail to design the teaching content reasonably according to the direction of students' employment, and the teaching process lacks pertinence and practicability. With the development of economic globalization, English language will be used more and more frequently in future professional posts. However, it is difficult for vocational students to improve their English practical ability and reduce their interest in learning because they have fewer opportunities to contact actual positions.[3]

Finally, higher vocational English teaching should also improve students' comprehensive ability of application, so as to better serve students' future job development needs. In practical teaching, students should constantly improve their cultural taste under the guidance of teachers and make clear the differences between eastern and Western cultures. However, in the current higher vocational English teaching, many teachers only pay attention to the teaching of basic knowledge such as English vocabulary and grammar, ignoring the improvement of students' practical ability. Students have fewer opportunities to participate in practical training. In addition, teachers can't enrich the teaching content according to students' learning characteristics and professional needs. In classroom learning, students are basically passive in receiving knowledge, and their status as the main body of the classroom has not been fully demonstrated, which also has a direct impact on the improvement of students' English learning efficiency.

IV. EFFECTIVE WAYS OF ENGLISH TEACHING REFORM IN HIGHER VOCATIONAL COLLEGES GUIDED BY PROFESSIONAL ABILITY

A. *Clarify the Goal of English teaching in higher vocational schools*

Under the current educational environment, many higher vocational colleges are deeply influenced by examination-oriented education. Therefore, the teaching objectives are often utilitarian. Thus, many students begin to learn knowledge passively and blindly in order to complete their studies. From the perspective of Vocational competence, the first step in the reform of English teaching in higher vocational colleges is to

establish a clear teaching objective, rely on the syllabus, and give full play to the practical value of English.[4]

In higher vocational colleges, vocational ability is the core goal of Education. In the process of practice, educational objectives should be effectively connected with the needs of social development in advance. The same is true for English teaching in Higher Vocational colleges. Through the new orientation of the development prospects and teaching concepts of Vocational education, the teaching objectives are clearer and clearer, and the practicability of teaching objectives is highlighted.

After students have the basic language communicative ability and language skills, colleges and universities should also help students to make clear their future career development plans and helps them establish correct outlook on life, world outlook and values. On the basis of the above, we should also improve and perfect English teaching methods, teaching means and teaching content, give full play to the role of Applied Education in English education, and enhance students' vocational ability.

In addition, in order to improve the quality of skilled personnel training in Higher Vocational colleges, we should actively build a professional team of teachers, which can lay a good foundation for the proper implementation of teaching objectives. Under the new teaching mode, teachers are an important part. They must have abundant practical experience and be able to absorb energy in teaching so as to improve their professional ability. In addition, colleges and universities should provide some opportunities for teachers to communicate and learn, and improve the professional level of teaching teams.[5]

B. *Highlight the Vocational and Advanced Nature of Education through Sectional Teaching*

In order to improve the vocational ability of Higher Vocational students, in practical teaching, teachers should strengthen the relevance between students' vocational development and teaching content, start from the aspects of professionalism, advancement and professionalism, and thoroughly implement the new curriculum reform standards. At the same time, in the process of imparting English teaching content, students' oral communicative competence should be constantly improved, and their language application level should be improved through various teaching activities. For example, English teachers in higher vocational colleges can strengthen their contacts with foreign enterprise personnel so as to obtain technical materials and show them to students in class, so that students can know more about the problems and difficulties they may encounter after graduation, so as to make psychological preparations in advance. At the same time, English teachers in higher vocational colleges should let students understand the working environment and process in the future so as to arouse their enthusiasm for learning.

In addition, the application of segmented teaching method is necessary in Higher Vocational English teaching. It can promote the reform of English teaching mode, highlight the importance of workplace English and basic English, and enhance the status of general English in practical teaching.[6]

Specifically speaking, the basic teaching of English is mainly aimed at the freshmen, which is the transition between senior high school English and higher English. In this stage of English teaching, we should pay attention to the interesting and ideological content. After this stage of teaching, it can help students quickly adapt to the new teaching environment and better integrate into vocational English teaching. In this process, the mastery of basic knowledge is the focus of teachers' teaching. Through the continuous improvement of language application level, students can quickly enter the learning state.

In the stage of workplace English teaching, teachers should focus on training students' language application ability, especially their English communication and communication language. When students' basic ability is improved, they should also mobilize their thinking and implement open-ended teaching.

In the stage of Vocational English teaching, the main task is to cultivate students' professional competence so that they can make innovations and breakthroughs on the basis of clearly grasping the basic knowledge of textbooks. Combining with students' career development orientation, the content of professional English is optimized and targeted learning, so as to maximize students' English professional application ability.[7]

C. Strengthen the Communication between Teachers and Students

Teaching methods will have a direct impact on students' learning quality. Because the traditional teaching mode is relatively backward and outdated, it also restricts the improvement of College English teaching effect, and it is difficult to give full play to students' learning potential and enthusiasm.

In order to change the above situation, we should strengthen the management, improve the teaching advancement, and put forward feasible teaching strategies based on the actual teaching problems. Effective communication between teachers and students should be strengthened, and appropriate teaching methods should be found according to students' interests, basic abilities and so on.

For example, in Higher Vocational English teaching, teachers should take the syllabus as guidance, based on basic knowledge, organize the knowledge framework of textbooks, make them have certain professional characteristics, and carry out situational simulation exercises. In classroom teaching, teachers should organize students to vividly deduce the teaching situation and conduct exercises in groups, so as to consolidate and improve students' basic knowledge of English and enhance their oral communication ability. [8]

At the same time, in the process of English teaching in Higher Vocational colleges, we should strengthen the interaction between teachers and students, and improve students' English application level under the guidance of teachers. In the process of organizing English routine activities, teachers should also actively guide students so that they can devote themselves wholeheartedly to them and enhance their enthusiasm and enthusiasm for learning. In addition, teachers

should be good at thinking from the perspective of students. Through constant attempts and practices, teachers optimize and upgrade their teaching programs. Teachers should be good at summing up experience and lessons from past teaching practice to achieve the goal of optimizing teaching mode.

D. Conducive to the expansion of English teaching space by means of information technology

With the deepening and popularization of information technology, it is imperative to promote English teaching with information technology. In the process of English teaching, the use of information technology as an assistant means of teaching can add infinite charm to English classroom teaching, expand teaching resources, expand teaching space, provide students with opportunities for language practice, help students expand their knowledge, broaden their horizons, stimulate students' interest in learning English, cultivate students' autonomous learning ability, and thus improve their ability to learn English independently and improve the effect of English teaching. For example, in the pre-class preparation, teachers can send the background information related to the teaching content to the students in advance through the information-based teaching platform. In the course of teaching, students can participate actively in classroom teaching activities. In addition, it can also present a knowledge point or teaching content to students by means of video, micro-lesson, and mu-lesson, so that boring learning content can be transformed into audio-visual and dynamic content, so as to help students better grasp and understand the teaching content, thereby improving the quality of English teaching.[9]

E. Set up a variety of English teaching assessment methods

Setting up diversified English teaching assessment methods is conducive to mobilizing students' initiative and enthusiasm in learning. Firstly, in the course assessment, the process assessment and the formative assessment should be combined, highlighting the diversification and diversification of the assessment content. For example, besides written exams, oral exams, performances, presentation reports and various schemes can also be used for assessment. At the same time, the strength and proportion of process assessment should be increased. Morning reading, classroom performance, role-playing, group discussion, classroom demonstration and other activities should be regarded as part of the curriculum assessment. We should pay attention to the cultivation of students' comprehensive ability. Secondly, introducing enterprise industry standards, combining professional course teaching content with post, vocational ability and vocational qualification certificate, inviting enterprises to participate in professional practice assessment, is conducive to the cultivation of students' vocational ability.[10]

V. CONCLUSION

To sum up, in order to cultivate students' professional ability in English teaching in Higher Vocational colleges, it is necessary to reform and innovate the current teaching mode and content. At the same time, all kinds of modern and advanced teaching methods should be practiced, and modern teaching methods should be used comprehensively, so as to

promote the overall reform of English teaching mode in Higher Vocational colleges. In addition, teachers should strengthen communication and cooperation with students, provide students with language practice opportunities as much as possible, set up diversified assessment methods, improve their professional ability, and lay a good foundation for their future career.

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