

An Analysis of Employment-oriented Practical Teaching of Public English in Higher Vocational Colleges

Zhang Li Ping

Sichuan Vocational and Technical College

Keywords: Employment Orientation; Higher Vocational Education; Public English; Practicality; Teaching Analysis

Abstract: The rapid development of the country and society has increased the demand for talents. The community has gradually begun to care about the training of talents in schools. As one of the important contents in the study and training of talents, English is also greatly affected. Concerns, especially in higher vocational education. The education of higher vocational colleges should aim at cultivating students' professional ability and promote the comprehensive and healthy development of students' physical and mental health. Therefore, in the public English teaching of higher vocational education, the teaching activities should be guided by employment. [1] This paper will analyze and discuss this, and propose corresponding methods to promote employment-oriented classroom learning in public English teaching in higher vocational schools.

1. Introduction

The huge demand for talents by the state and society has promoted the development of higher vocational colleges in China. In the study of higher vocational colleges, English is one of the important subjects that must be learned. Therefore, higher vocational colleges must pay close attention to students' English learning. Higher vocational colleges aim at cultivating students' professional ability. They intervene in theory and practice in the teaching process to deepen the impression of students' teaching content and enhance students' learning effects. Although English courses are also taught in this way, there are other factors influencing the effectiveness of English teaching in the teaching process. [2]

2. The Necessity of the Reform of Public English Teaching in Higher Vocational Education

2.1 Solving the Problem of Traditional Higher Vocational Public English Teaching Theory From Practical Problems

The advent of economic globalization has prompted Chinese companies to go international. At the same time, the demand for talents has been expanding, and the requirements for talents are increasing. Not only do talents have certain professional and technical knowledge, but also talents have certain foreign languages. Communication skills. English is the most important foreign language language that enterprises need. Therefore, in order to cultivate talents that meet the development needs of enterprises, higher vocational colleges in China need to increase the training of students' English. [3] As far as the current public English teaching in higher vocational schools is concerned, the English classroom teaching is carried out according to the content of the teaching materials, and it is not combined with the actual application, so that English becomes a subject for students to cope with the examination, and the English teachers of higher vocational schools are in the teaching process. There is no teaching for the English teaching needs of different industries. The theory of public English teaching in vocational colleges is out of practice. Students can't realize the practicality of English, and they can't effectively learn English courses. The learning effect is not ideal. Under the circumstances, the reform of public English teaching in higher vocational colleges can solve this problem, so that the teaching of higher vocational English courses can be combined theoretically and practically, thus enhancing students' interest in learning and learning effects.

2.2 Changing The Test Mode of Public English in The Vocational College

The purpose of public English teaching in higher vocational colleges is to enable students to equip with the corresponding English ability so that they can work better. However, in the current public English teaching process of higher vocational education, English is regarded as a test-taking course, the teaching purpose of higher vocational English teachers and students' study is only for the passing of the course, to meet the requirements of examinations, and does not focus on the employment needs and employment requirements of the students. The teaching of “cramming” in the classroom makes the students feel too boring, plus they have to face great pressure of examinations, so that the classroom teaching effect of public English in higher vocational education does not meet the ideal requirements. The reform of public English teaching in higher vocational colleges is to change its traditional test-oriented teaching mode. From the employment point of students, change the boring situation of public English teaching classrooms in higher vocational schools, and let students carry out practical English learning based on employment and improve students. The interest in learning is to enhance the learning effect of students in a way that is fun and entertaining, and to cultivate more talents for enterprises.

3. Current Status and Problems of Public English Teaching in Higher Vocational Education

3.1 Current Status of Public English Teaching in Higher Vocational Education

In recent years, the education of higher vocational colleges in China has been greatly developed. From the perspective of the employment situation of higher vocational colleges after graduation, the educational effect of higher vocational colleges is still not ideal. Higher vocational college education can be said to be the highest level of vocational education. Its educational purpose is not only to train technical talents for the national society, but also to cultivate talents with certain foreign language communication ability for the national society, and public English as a higher vocational teaching course. One of the most important foreign language courses, the school should ensure that every student can take a good English course. [4] Although higher vocational colleges have changed the unilateral knowledge-instilling of teachers in English classrooms under the impetus of education reform, they began to use multimedia teaching to conduct diversified knowledge transfer, so that students' learning interest and learning efficiency are better than before. There has been a great improvement. However, the English teachers in vocational colleges did not combine the classroom and teaching content with the actual employment in the teaching process. The employment-oriented teaching activities made the English learning of vocational students lack certain practicality, and it can't ensure the English application of students in actual employment.

3.2 Problems in Public English Teaching in Higher Vocational Education

Higher vocational colleges are the highest level of vocational education. Its educational concepts and educational methods are quite different from those of ordinary higher education institutions. From the perspective of public English teaching in higher vocational colleges, the main factors affecting the effectiveness of English teaching in higher vocational colleges are: the advantages of college English learning and the pressure brought by market competition, as well as the teaching methods, curriculum content design, weak teacher resources, traditional English teaching concepts and test-oriented education concepts have all hindered the development of public English teaching in higher vocational colleges. It is the main problem in the development of public English teaching in higher vocational colleges.

4. Employment-oriented Practical English Teaching for Higher Vocational Schools

4.1 Practical Course Teaching

In order to improve the practicality of public English teaching in higher vocational schools, it is necessary to learn to design practical courses based on employment. Before the beginning of classroom teaching, set the course objectives, carry out classroom activities around the set goals,

complete classroom tasks, and intersperse knowledge points. In the classroom activities and classroom tasks, let the students learn to “learn while playing” and set the course objectives in the employment-oriented direction. At the same time, the students should be placed in the main position of the classroom, and the goal of each course should be realized, in order to achieve the overall learning objectives, for example, when learning one of the modules, vocational English teachers can guide students to master the vocabulary of the unit, vocabulary usage and sentence patterns, etc., and introduce daily English learning into employment-related knowledge. The students progress toward the unit learning goal step by step while completing this small task. [5]

4.2 Design of Teaching Content Based on Course Teaching

After the design of the teaching objectives of the course is completed by the employment, the teaching content should be designed according to the established teaching objectives, and the designed teaching content should be as close as possible to meet the employment needs. In the daily public English teaching process of higher vocational colleges, teachers can derive the vocabulary related to the student's major for special learning. The derived vocabulary will introduce how to apply the vocabulary changes, the application of vocabulary in daily sentence patterns, and the exclusive phrases. In addition, the vocabulary is practical, and in the process of English teaching, students can be involved in the relevant professional knowledge for English explanation, and in the process of explanation, learn 2-3 vocabulary related to the student's major, let the students study with interest. Learn these vocabulary and deepen students' understanding of these vocabulary and professional knowledge through repeated explanation, application, dictation, etc., so that students can strengthen their English knowledge and use the internal school when students master English vocabulary related to their own majors. The reference materials of the training base review the vocabulary and strengthen the students' influence on the English vocabulary, so that the students are familiar with the professional knowledge and stimulate the students' interest in learning.

4.3 Change Course Assessment Method

In addition, it is necessary to change the assessment methods of English courses in higher vocational colleges, so that the assessment methods can promote employment-oriented learning in higher vocational public English. In the assessment of traditional English courses in higher vocational colleges, teachers mainly summarize the students' learning situation by the final written test results. This kind of assessment method is not comprehensive enough. Teachers should form a combination of theory and practice, process evaluation and final evaluation. The evaluation method of the written test and the daily course attitude should not be a single written test. It should be composed of three parts: usual grade, oral test and theoretical knowledge assessment. Professionally carry out the key examinations to fully grasp the students' learning situation and achieve effective employment-oriented English classroom learning.

5. Conclusion

At the same time of rapid social and economic development, the demand for talents is also increasing, and the demand for talents has also changed. In order to enable students trained in higher vocational colleges to work faster after graduation, to meet the social market. In terms of talent demand, higher vocational colleges should take the employment as the guide to design and study English classes.

References

- [1] Liu Shaobin. Re-recognition of the Connotation of "Employment-Oriented"[J]. Journal of Changzhou Vocational College of Information Technology,2005(01):24-26.
- [2] Ma Zhenwei, Zhan Zhiling. Promoting the Innovation of Higher Vocational Education with Employment as the Guide[J]. Journal of Chuzhou Vocational and Technical

College,2005(04):10-13.

- [3] Chen Hongxia. Employment-oriented reform of higher vocational education model [J]. Vocational Education Research, 2005 (10): 8-10.
- [4] Xion Lei. Employment-oriented reform of public English teaching in higher vocational colleges [D]. Hunan Normal University, 2007: 26-26.
- [5] Li Hui, Wang Lihua, Ma Baoheng. Employment-oriented, strengthen English practice teaching [J]. Journal of Tianjin Manager College, 2008 (01).