

Practice on Optimizing and Integrating English Teaching System in Higher Vocational Colleges

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Abstract. With the further deepening of teaching reform, foreign language teaching needs to be reformed in all aspects, that is, to optimize and integrate teacher teams, teaching materials, teaching models, digital information and evaluation methods. Only by harmonizing all links can we really promote the sound development of foreign language teaching.

1. Introduction

In the 21st century, China has entered a new era of foreign language teaching reform. In the stage of Higher Vocational education, researchers continue to pay attention to the orientation of English teaching in Higher Vocational colleges. Many educators and front-line teachers have explored and studied the teaching reform from different perspectives. There are endless textbooks for Higher Vocational colleges, and numerous studies on examination reform. No matter what angle we study, we all have the same goal, that is, the educational goal of higher vocational education is to train qualified applied talents. However, from numerous studies, we find that in the past, people started from local aspects, such as task-based teaching, autonomous learning, the application of modern teaching methods, order-based training mode, etc. Zhou Ji, Minister of Education, pointed out at the Third Forum of Presidents of Chinese and Foreign Universities that the key to the sustainable development of higher education in China is to improve its quality. The improvement of education quality is not only the improvement of students' comprehensive knowledge application ability, but also the improvement of the overall quality of the subjective and objective contents of education. When the teaching reform has reached a certain level, we need to start from the overall situation and explore new ways of English teaching reform in Higher Vocational Colleges from all aspects. According to the general goal of quality education for talent cultivation, we should integrate all aspects of English teaching reform in Higher Vocational colleges, strengthen the system of reform, and achieve the goal of overall optimization of English teaching. Therefore, "optimizing and integrating the research and practice of English teaching system in Higher Vocational colleges" has profound theoretical and guiding significance for deepening the reform of English curriculum education and teaching.

2. Optimizing teaching team and improving teaching quality

Reasons for building teaching team: First, College English is a very special course. It is a compulsory course for all students of all majors in the school at the basic stage. It has wide coverage and great influence. Secondly, to carry out the reform of College English teaching and improve the quality of College English teaching, the current teaching mode of focusing on individual and independent work, that is, each teacher is responsible for two or three classes independently, and the practice of teaching without changing for two years can no longer meet this need. In order to improve the quality of College English teaching, further reforms must be carried out. The need for teaching team building is becoming increasingly clear, and the time for teaching team building with teaching group as the unit is ripe. It is urgent for the main teachers of College English teaching to comprehensively improve their professional level and teaching ability by carrying out teaching reform so as to meet the increasing demands of students [1].

The Environment of Teaching Team: Our institute implemented the system of academic leaders and backbone teachers. Later, it gradually perfected various goals and issued educational reform policies such as professional groups. The purpose was to form teaching teams and improve the quality of teaching. Our foreign language department is divided into teaching teams according to grade, and two parallel teaching groups according to the source of students in the same grade. The teaching group carries out the responsibility system of teaching objectives. The school gives the one-time pass rate of English A and B to the students taught by each teaching group. Schools and their departments regard "the setting of team work objectives, the selection and training of teaching leaders, the people-oriented training of teachers' quality and the operating mechanism of teaching groups" as important elements of team building.

The operating mechanism of building teaching team: Team leader responsibility system is adopted in the management of teaching group. The head of the teaching group is also the leader of teaching. The school adopts the system of selection and appointment. Voluntary registration by teachers, democratic recommendation by the masses, and appointment by departments after the evaluation of expert groups are confirmed, with a term of two years.

Incentive system: Team evaluation and incentive system are implemented in the teaching group. College English teaching is a long-term and slow-acting task. In order to fully mobilize the enthusiasm of the team, give full play to the role of team teaching mode and team spirit, and make the team work carry out fruitfully, the school formulates the evaluation and incentive measures for the whole team, that is, the one-time pass rate of the whole college of English A and B reaches 70%, and awards to the grade group [2]. There are two kinds of material rewards and assessment rewards. The teaching group also has objective assessment and incentive for each member. If the class that each member brings exceeds the set goal, they will be rewarded to varying degrees.

3. Optimizing the construction of teaching materials and improving the quality of teaching

Textbooks are an important tool to achieve the teaching objectives. Easy and moderate textbooks can play a role in encouraging and promoting students' learning. Higher vocational and technical textbooks highlight the practicability of the content, which is more advanced in material selection and moderately difficult in content. After choosing the textbooks, teachers should process the textbooks according to the students' situation and professional situation, refer to several sets of textbooks while preparing lessons, and properly supplement the information related to the text content and students' specialty, so that the students will not feel too simple, nor will they be afraid of difficulties. Appropriate three-dimensional textbooks are very suitable for the characteristics of Higher Vocational students. The so-called three-dimensional textbooks refer to the collection of teaching publications based on traditional paper textbooks, with multi-media teaching resources and various teaching services as the content. Three-dimensional textbooks should have not only the main textbooks, but also supplementary publications; not only paper textbooks, but also audio-visual products, electronic and network publications organically combined with multimedia textbooks.

4. Changing the teaching mode and improving the teaching effectiveness

In the first classroom, modular teaching (theme module, content module) and situational teaching are adopted to improve classroom effectiveness: Thematic teaching mode is to improve students' comprehensive abilities of listening, speaking, reading, writing and translating. It adopts thematic teaching content and constructs a situational English teaching mode of language expression. Classroom teaching takes theme as clue and guides students to learn language knowledge and improve their language practice level according to the main teaching steps of theme-topic-detail. Content-based module teaching is the concrete embodiment of thematic teaching mode. According to the Basic Requirements of English Course Teaching in Colleges and Universities, in order to achieve the teaching goal of "practicality and sufficiency" in Higher Vocational English, the design and manufacture of English teaching module in higher vocational colleges should fully reflect the applicability of Higher Vocational English, integrate the contents of English textbooks in Higher Vocational colleges, and divide the contents into several modules [3]. Then, according to the characteristics and specific objectives of the subject, the curriculum should be collocated and combined. It consists of some teaching units of different sizes, simple and complicated, integrated practical Topic or Center. In the process of teaching these modules, students can not only acquire knowledge of English language, but also apply what they have learned to improve their ability to operate the language. In order to guarantee the construction of thematic teaching mode and the development of modular teaching method, the first classroom teaching emphasizes the implementation of situational teaching. According to the needs of each teaching module, create the corresponding problem situation, let students have questions and ideas in the situation, generate the desire to participate in solving problems and construct new knowledge. Classroom teaching focuses on inspiration and guidance, maximizing students' enthusiasm for learning and awareness of participation, so that they can improve their practical language skills in the learning process.

Extension of second classroom teaching: The second classroom is entirely student-centered. Teachers divide students into several study groups, carry out English competence training of thematic teaching mode according to different teaching contents, use teacher's lecture and textbook content as the basic materials, and let each study group use modern educational technology to search for information and organize language by itself. This kind of group collaborative learning mode is beneficial to cultivating students, as indicated by their dialectical and divergent thinking, exerting their imagination and creativity, and enhancing their sense of collective belonging and honor [4]. So they can take the responsibility of self-learning more consciously and improve their interest and ability in English.

5. People-oriented teacher quality training

There are great differences in professional level and working ability between teachers. People-oriented teacher team training emphasizes that the teaching group should play the role of teaching group leader and backbone teachers in teamwork. Through excellent teachers to open demonstration classes, new and old teachers form pairs to help each other, teachers learn from each other, carry out teaching seminars, collective lesson preparation and other measures to improve the teaching level of the whole teaching team. The comprehensive ability enables the team's overall performance to exceed the simple sum of individual performance. At the same time, people-oriented teacher training also attaches great importance to the cultivation of the ability of unity and cooperation in teachers' work, so that they can learn to respect others and cooperate happily with colleagues. In addition, people-oriented teacher training also encourages teachers to carry out various forms of professional learning, constantly absorb various fresh nutrients from theory, enrich their classroom teaching and improve their teaching quality.

6. Creating English environment and digital information resources

Establishing a foreign language autonomous learning center is an effective way to cultivate students' autonomous learning ability. Man-machine dialogue and various authentic language materials in language learning centers can provide opportunities to use language and make up for the lack of language environment. At the same time, autonomous learning in the center can also be used as a supplement to in-class learning. Foreign language autonomous learning center can be equipped with books, magazines, audio tapes, videotapes, CD-ROMs and other multimedia materials, network resource base (students can browse teaching content online), network learning aid system (teachers know students' learning and answer students' questions through the network). The aim of the Foreign Language Autonomous Learning Center is to help students learn English independently. The center can be equipped with instructors, who are teachers or trained senior students, to guide students to determine learning objectives, select learning materials, and evaluate learning effects. At present, our college has many kinds of English learning resources, such as perfect network platform teaching system, self-open library electronic reading room, multimedia classroom, and audio broadcasting station and so on. Students can make full use of these resources for self-learning, and they can also study under the guidance of teachers, which greatly improves their interest in English learning. Good results have been achieved.

7. Reform the Evaluation System and Stride Forward to the International Education Target

The reform of test and evaluation system: We should shift our attention from the use of language elements to the practical ability of language, advocate both formative assessment and summative assessment, diversify the evaluation methods and means, and diversify the evaluation criteria. We should increase the proportion of subjective questions, constantly develop and increase new test types, and introduce communicative questions. Secondly, a multipolar English proficiency test system should be constructed. The diversification of the test can make the test content richer, form more personalized and close to the actual situation of the development of students' quality [5]. At the same time, it promotes the socialization of unified application ability test, which can draw lessons from the mature experience of Cambridge Examination in form and utility, pay attention to application ability test, increase the proportion of subjective questions, reduce the impact of strategic ability on the test results, and improve the effectiveness of the test.

8. Conclusion

The educational goal of higher vocational education is to train qualified applied talents. Therefore, English teaching should pay full attention to the improvement of students' practical ability and social value, the development of students' personality, the improvement of students' comprehensive quality, and lay a good foundation for them to better adapt to the requirements of the new examination system and serve the society. We should probe into the new ways of public English teaching reform in Higher Vocational Colleges from all aspects. According to the general goal of quality education for talent cultivation, we should integrate all aspects of English teaching reform in Higher Vocational colleges, strengthen the system of reform, and achieve the goal of overall optimization of English teaching.

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