

Discussion on Foreign Language Teaching Oriented to Vocational Education under Digital Transformation

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ABSTRACT

The characteristics of the times of digital transformation and the policy orientation of vocational education make the foreign language teaching of vocational education under the digital transformation have a clear mission of the times, and make foreign language teaching for vocational education more important and necessary. Therefore, under the background of digital transformation, foreign language teaching in vocational education presents new logic, their innovation needs to inject new ideas and digital English literacy as the new breakthrough point to conduct foreign language teaching innovation for vocational education under the digital transformation.

Keywords: *digital transformation, vocational education, foreign language teaching, digital English literacy*

1. INTRODUCTION

China has entered the digital age. The digital economy is booming, driven by artificial intelligence, intelligent manufacturing and industrial Internet. The network, digitization, and intelligent transformation of enterprises are deepening. There is a demand for mid-to-high-end technical talents in the service and production line. More urgently, it triggers the digital transformation of vocational colleges and guides vocational colleges to closely connect with the new generation of information technologies such as artificial intelligence, big data, and cloud computing, and uses digital transformation to transform majors and courses to promote the exploration and practice of the three reforms of vocational education. As Lu Xin pointed out in "Promoting the Digital Transformation of Vocational Education under the Background of Artificial Intelligence-High-quality Development of Vocational Education and Digital Lectures Seminar" on July 5-6, 2020, the development of digital economy has given birth to new professions, education must adapt to the development requirement and the cultivation of talents should meet the requirements of these new professional positions. At the same time, higher vocational education must conform to and closely follow the trend and pace of artificial intelligence development, form digital awareness, establish digital concepts, carry out digital practices and promote digital transformation of majors and courses. [1] At the same time, "20 Vocational Education Rules" and "National Vocational Education Reform Implementation Plan" both focus on quality improvement, aiming to cultivate new forces in high-quality industries. The era characteristics of the above-mentioned digital transformation and the policy orientation of vocational education make the foreign language teaching to vocational education under the digital transformation have a distinctive proposition of the times.

2. ANALYSIS

2.1 The Importance and Necessity of Foreign Language Teaching in Vocational Education under Digital Transformation

Under the background of digital transformation, the in-depth integration of a new generation of information technology and various fields have given birth to new professions with artificial intelligence as the basis of technical skills and knowledge. In terms of the work scenes and tasks related to artificial intelligence, digitization and networking, intelligent new career positions have created new demands, requiring learners to have the ability to dock with new technology, iterative fusion, docking with new business application scenarios, and docking with new professional positions, which can meet the needs of new occupations in the digital economy era for English professional text reading. [2] The new requirements for English business processing capabilities can combine language learning with professional knowledge, technical scenarios, and value guidance. Therefore, in the period of digital transformation, it requires to follow the trend of the integration of information technology and education and teaching, find the convergence and focus of vocational education and foreign language education and teaching, and give full play to the basic, public, general and cultural aspects of foreign language teaching in vocational education. The effectiveness of education and teaching is particularly important to explore innovative ways of foreign language education and teaching in vocational education during the digital transformation period. Secondly, under the digital transformation, China's vocational education must not

only implement the fundamental task of national morality and cultivating people, but also meet the requirements of industrial upgrading and iteration and the "double high plan", and meet the needs of vocational learners for lifelong learning and sustainable development. Correspondingly, foreign language teaching in China's vocational education has also put forward new requirements, that is, from the traditional foreign language single language skills training goal to a training goal that meets the actual needs of high-level applied talents under the background of the digital economy. Foreign language teaching in vocational education should not only give play to the tool attributes of foreign languages, but also realize the professional attributes of foreign languages in the post. Therefore, it is extremely necessary to explore innovative ways of foreign language teaching in vocational education during the digital transformation period.

2.2 The New Logic of Foreign Language Teaching in Vocational Education under the Background of Digital Transformation

Education is in line with economic and scientific progress amid the digital economy. The new mission of vocational education is to cultivate high-level applied talents and realizes the coordinated development of knowledge and skills with ethics, sentiments and values. In the context of the digital economy and the upgrading and transformation of enterprises, workers are facing a severe employment and reemployment situation, which has triggered global teaching reforms and aroused great attention to the core qualities of vocational education learners. Relevant literature shows that requirements of vocational education for the core qualities of high-quality and high-level applied talents include comprehensive qualities, necessary qualities and key abilities to solve practical problems and complete tasks. Specific to foreign language courses, language communication, quality of thinking, cross-cultural communication and the ability to learn are essential core qualities for learners, [3] which enjoys basically same dimensions. Therefore, language laid the foundation for foreign language teaching of vocational education under the digital transformation. It also needed the theory as the path and educating people as the goal. It integrated professional knowledge and professional skills under the needs of occupational positions with language knowledge and language skills in a way of instruction or direction or guidance book. At the same time, the cultural self-confidence and craftsmanship under the education goal combines with the training of professional talents under the professional ability, so as to cultivate high-level application-oriented talents that meet the needs of the market under the guidance of employment. Therefore, new professional demands are brought about by the new era, new trends and new technology. The new requirements of new vocational positions require vocational education and foreign language teaching based on the cultivation of core literacy, especially digital language literacy, which forms a

new logic of foreign language teaching in vocational education.

2.3 New Thinking of Foreign Language Teaching in Vocational Education under Digital Transformation

The essence of foreign language teaching for vocational education is to train learners to learn to do things in English, so as to truly realize "learning to use" and "learning by using". Corresponding to the new missions and new demands brought by the digital transformation for vocational education and teaching, foreign language courses in vocational education under the digital transformation need to build a platform through language to train learners to be equipped with language literacy, cultural quality and critical thinking ability [4] to adapt to digitalization. New professions, new positions, and new technologies under the transformation require high-quality application-oriented technical talents to enhance their future-oriented professionalism, digital thinking and international vision, and grow into high-quality international professional technical talents. Therefore, under the digital transformation, foreign language courses in vocational education should shoulder the important task of curriculum education. Through ideological and political advancement and English setting, learners have digital thinking and international vision, then break through limitations of training goals of the single language of foreign language courses in vocational education and consolidate the three-dimensional goals of "language, rationality and education". Morality education gives full play to the application, practical and use functions of language knowledge and skills, expands learners' thinking and practical abilities and cultivates their cultural accomplishments and professionalism. It can be said that the foreign language courses of vocational education are still based on the cultivation of core literacy, and at the same time, it closely integrates new professional needs, new vocational skills and new requirements brought by the new era, new trends and new technologies, and pays more attention to the exploration and training of language literacy under digital transformation. In this way, it points out the direction for the innovation of foreign language teaching in vocational education under the digital transformation.

In the context of digital economy, foreign language teaching for vocational education meets the needs of market-oriented and employment-oriented foreign languages, gives full play to the tool attributes of foreign languages, realizes the professional attributes of foreign languages in the post, and applies foreign languages to professional tasks. The traditional training goal of monolingual skills is transformed into a "language+" training goal that meets the actual needs of high-level application-oriented talents in the context of digital economy, which is committed to the combination of learning and foreign language teaching in vocational

education, so as to realize the organic integration of language + professional, language + technology and language + values.

2.4 The New Breakthrough Point of Foreign Language Teaching in Vocational Education under Digital Transformation

Foreign language teaching in vocational education under digital transformation should be conducted along with the performance of professional tasks and the workflow of occupational positions, in which it combines the knowledge, skills, attitudes and values together by developing the acquisition and application of language knowledge and language skills, expanding learners' thinking and practical ability, cultivating their cultural accomplishment and professionalism and realizing morality education. Therefore, in the context of digital transformation, foreign language teaching should pay more attention to training learners' ability to express their thoughts and creativity with digital tools, to training learners' general knowledge literacy, innovation literacy and interdisciplinary literacy [5] to enrich language practice in classroom and language application in workplace. Hence, the start point to advance learners' international capacity and professional literacy, the stay point to implement foreign language literacy through vocational education-oriented foreign language learning as well as the key point to innovate vocational education-oriented foreign language teaching under digital transformation are focusing on the digital English literacy. The digital English literacy helps learners learn and master language knowledge and its pragmatic use, at the same time, it helps them shape the required sentiments, attitudes and values in the face of the destiny of mankind community and helps them develop global competency. [6] The global competency refers not only the ability of language communication, but also the ability to observe, analyse, understand, comment, communicate, cooperate and practise on cross-cultural issues from various perspectives, as well as the awareness and ability for lifelong learning. [7] Therefore, the cultivation and implementation of learners' digital English literacy in foreign language teaching should be on the basis of the organic integration of language knowledge and professional knowledge, on the path to integrate professional theory with critical thinking ability and application ability, and as the soul to inherit and develop cultural self-confidence and craftsmanship.

Foreign language teaching is the language teaching pursuing the integration of tool attributes with culture attributes with the aim to educate people with culture, which makes the digital English literacy indispensable and practical skill required by workplace under digital transformation. Digital English literacy transforms the learner's focus on from practice of language knowledge and language skills to application of the integration of language literacy, cultural literacy and thinking literacy

into occupational position and workplace, from what to learn to how to learn and learn to use. Therefore, digital English literacy is essential for vocational education-oriented learners under digital transformation, which requires them to master digital technology and apply it to workplace scenarios, requires them to adapt themselves to expanding demands for digital talents as well as the upgrading digital technology.[8] That is to say, professional knowledge and professionalism of digital era will benefit learners with digital English literacy.

2.5 The New Idea on Foreign Language Teaching Practice in Vocational Education under Digital Transformation

Based on the above analysis, new requirements of foreign language teaching in market-oriented and employment-oriented vocational education should be met by upgrading teaching ecology, renewing ways of thinking, expanding knowledge system, creating teaching scenarios and improving teachers' competence. Therefore, foreign language teaching should give full play to the language functions of "learning to use" and "learning by using" with the characteristics of tool attributes and profession attributes, should implement the idea of using foreign language to solve practical workplace-related problems. Professional tasks and work-flow of positions are designed as the learning situation of foreign language teaching. And the application of knowledge not the storage of knowledge should be given more concern in foreign language teaching, with the process knowledge as the primary part and declarative knowledge the supplementary part in teaching. Meanwhile, the close combination of language learning in the way of digital teaching, such as the autonomous and personalized language learning on the learning platform as well as the obtaining and using digitalized language resources, with digitalized language application practice, such as AI translator, the software of PIGAI system, UNIPUS digital courses and other English learning APP, etc. should be helpful to cultivate learners' digital English literacy and promote learners' knowledge construction and innovative thinking.

3. CONCLUSION

Making a general observation of foreign language teaching in China's vocational education, it is slow, far, marginalized and separation of learning and use. It is harsh but true that the training target is divorced from the economic development background. China mainly cultivate vocational students through basic courses of public general education, which is a bridge for students to integrate junior college and undergraduate education, Chinese and foreign education, general education and vocational education. If teachers and students of vocational colleges devote most of their time and energy to "Business English", "Industrial English" and "Professional

English", the functions of the public basic courses of vocational education will lose and vocational education will lose its way, which is long been criticized by people of insight and is not in line with the current general trend of vocational education reform and development. Therefore, the public, general, basic functions and bridge functions of foreign language teaching in vocational education should be used to solve the connection between foreign language courses and professional courses in vocational education. At the same time, it is required to integrate the basics of general courses and the general knowledge of public courses into the digital English literacy training process of learners, and integrate the cultivation of literacy into the acquisition of knowledge and technical skills of learners in the workplace, and then cultivate learners' knowledge and skills. [9] The three types of vocational education-oriented abilities, such as the ability to learn, the ability to develop, and the ability to advance, will meet the needs of the development of the times and the digital transformation of vocational education and foreign language teaching.

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