

A Preliminary Study of Employment-oriented English Teaching Model in Secondary Vocational Schools

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Abstract—Secondary vocational school is the cradle of training applied talents. Secondary vocational school English is the bridge and link between professional courses and basic courses. Therefore, in English teaching, teachers should constantly innovate and reform. Employment-oriented English education can improve the quality of education in secondary vocational schools. It also plays an important role in English education itself. Education in secondary vocational schools aims at students' employment. It will change the form of education to a more rational one. In this kind of education mode, we attach more importance to the mastery of English training links and contents in teaching, to the establishment of a strong teacher force, and to the promotion of the purpose of English education. This kind of education mode insists on Employment-oriented and always puts the cultivation of students' application ability in the first place. It can better optimize the teaching mode in English education and lay a solid foundation for students 'employment in the future society.

Keywords—English education in secondary vocational schools; employment; teaching mode; combination; effective measures

I. INTRODUCTION

With the continuous integration of China and the international community, in order to further enhance international exchanges and cooperation, the demand for English talents in China is becoming more and more urgent. However, it is difficult for students to meet the needs of modern enterprises for talents only with English language skills. They must also have a high professional quality [1]. As early as 2002, the Ministry of Education put forward the guiding ideology, objectives, tasks and policy measures for the reform and development of Vocational Education in the new period. It requires us to adhere to the principle of "service as the purpose, employment as the guidance" and clarify the teaching guiding ideology of "comprehensive quality as the basis, professional competence as the standard". However, the current situation of vocational education may not make it easy for us to achieve it. In theory, the teaching goal of English course in secondary vocational schools is to help students further improve their language skills such as listening, speaking, reading and writing on the basis of nine-year compulsory education. In fact, most of the students who enter secondary vocational schools still stay at the starting point, which is far from the requirements of the future job market [2-4]. Therefore, we are facing the problem of how to adapt to the curriculum reform and develop

new teaching mode. Obviously, only based on the needs of vocational education can we train students to be high-quality and practical talents who have the skills to adapt to the global economic integration. In the exploration of teaching in secondary vocational schools for many years, the author fully agrees with the "employment-oriented, competency-based" English teaching mode in secondary vocational schools, and practices it. It mainly focuses on the following four aspects to carry out English teaching around the training objectives of secondary vocational schools, and achieves good results.

II. CURRENT ENGLISH TEACHING SITUATION IN SECONDARY VOCATIONAL SCHOOLS

A. Teachers neglect the importance of employment to English teaching in secondary vocational schools.

Teachers have not made in-depth analysis and exploration of the teaching objectives and significance of English in secondary vocational schools, nor have they correctly viewed the positive impact of English practical skills and literacy on students' employment. This leads to the gradual formality of English teaching and the poor teaching effect.

B. Secondary vocational schools lack English teachers with strong professional skills and comprehensive quality.

Many secondary vocational schools do not attach importance to English education in secondary vocational schools. The English substitute teachers they choose are not professional, especially in terms of educational skills and practical application. This leads to the backwardness of English teachers' teaching concepts and methods in secondary vocational schools, which makes it difficult to arouse students' interest and effectively improve the English teaching level in secondary vocational schools.

C. The teaching mode is very singular, which does not take into account the actual differences of secondary vocational school students.

As we all know, the English foundation of secondary vocational school students is very weak, and there are great differences in the acceptance ability of each student. The traditional single teaching mode is not conducive to the overall development and progress of secondary vocational school

students. In recent years, the enrollment expansion of secondary vocational schools has become larger and larger, the number of students in secondary vocational schools is increasing, and the overall quality and learning level of students are more uneven. Many students don't like English classes because of their poor English foundation. This is not conducive to the smooth development of English teaching.

D. English teaching in secondary vocational schools is out of touch with real life.

Throughout the current situation of English teaching in secondary vocational schools in China, many teachers blindly pursue teaching progress and teaching achievements. They have not closely linked teaching with the reality of life. Many English textbooks are not updated in time. These lead to the students' learning of English knowledge is too old, not combined with the actual life and employment. This also makes it difficult for students to improve their comprehensive English skills, which has a negative impact on their future career development.

III. NECESSITY OF APPLYING ENGLISH TEACHING MODEL IN SECONDARY VOCATIONAL SCHOOLS FOR EMPLOYMENT PURPOSE

A. The application of "employment-oriented" English teaching mode in secondary vocational schools is the requirement of vocational education for the direction of personnel training.

In English teaching, we should focus on improving students' abilities in listening, speaking, reading and writing. Employment-oriented teaching mode is a kind of teaching mode focusing on cultivating applied ability. It adapts to the requirement of the secondary vocational school students' ability in today's society.

B. Applying the "employment-oriented" English teaching model in secondary vocational schools to stimulate students' interest in learning.

At present, a serious problem in English teaching in secondary vocational schools is the uneven English foundation of students. So, in order to make students fully aware of the importance of English, English teachers should reform the teaching mode to stimulate students' interest in English learning. Teachers should start from students' psychological needs and search for some practical cases to make students realize that in the process of employment, a strong English ability plays a vital role. They must make students consciously and consciously improve their English application ability, especially to make students master the knowledge of English related to the content of their major. Therefore, we should step out of the traditional teaching mode, let students take employment as the goal, and improve students' practical ability.

IV. EFFECTIVE MEASURES TO PROMOTE EMPLOYMENT-ORIENTED ENGLISH EDUCATION

A. Combination of Curriculum and Employment Needs

According to the new requirements of Vocational Education in the current society, English education in secondary vocational schools should focus on training students' ability to use language. The basic requirement of the future industry is to be able to handle simple routine business in English. This paper makes a market research on the English application ability of the students who have already been employed, and makes corresponding curriculum adjustment accordingly. For example, business English majors should have proficiency in listening, speaking, reading and writing, and systematically master international business knowledge. They should not only be able to understand English reports and reports on international trade at home and abroad and to speak fluent English, but also be able to read domestic and foreign economic and trade newspapers, economic and trade regulations, business documents and letters and calls from foreign businessmen, and write correct and authentic business reports and foreign exchanges in English. Various business correspondence [5-6] with the increasing internationalization of local enterprises and the continuous localization of foreign-related enterprises, the requirements for English proficiency in all walks of life are becoming higher and higher. In order to make students have a broader career prospects, in addition to the English basic module courses in secondary vocational schools, the school has also offered vocational English module courses such as computer, Hotel and service, Golf and other courses according to different professional requirements in other non-English majors. The school pays special attention to the characteristics of practice and practicality, cultivates students' learning concept of sustainable development and improves their ability to adapt to the future workplace.

B. Combination of Teacher Leadership and Student Subject

The traditional teaching mode seems to turn students into examination-oriented machines. What the society needs is a successor with learning ability and innovative spirit. Therefore, no matter how well the teacher teaches, the students cannot adapt to the requirements of the future workplace, which is still misleading. However, if we adopt a *laissez-faire* and free teaching method, it will be extremely counter-productive for some secondary vocational school students whose learning foundation still needs to be improved.

If we provide students with a larger space for practice, we can better mobilize their enthusiasm for participation. While we enable students to master the form and function of language, we should exercise their practical ability of using language, provide students with opportunities to express themselves, and stimulate and enhance their interest and confidence in learning English through timely praise and encouragement.

Educator Diesdord once said, "Bad teachers teach truth, good teachers ask students to discover truth". The teaching process should be a process of interaction between teachers and students and mutual teaching. We should talk to each other and participate together to create an educational situation and spiritual atmosphere. In the classroom, the teacher no longer

teaches the whole lesson, and the students no longer learn passively throughout the lesson. Teachers teach not only to impart knowledge, but also to discuss with students and share success and happiness.

C. Combination of group and individual incentive competition

Du langkou teaching mode, which is popular all over the country, has greatly inspired English teachers in secondary vocational schools. Task-based teaching method and group interactive learning method are the key factors to arouse students' enthusiasm. When checking the students' mastery of learning tasks, we take group as unit to define tasks and implement them to people and groups. Students are free to speak, talk, act and write in class, and their main role is fully played. Collective wisdom has been fully demonstrated. In a series of activities, every student feels that he is not only a participant in the activities, but also a more accomplished student. In this classroom atmosphere, students will naturally be interested.

In order to respond to the call of the school curriculum reform and improve students' interest in learning English, Du langkou middle school teaching mode is adopted. According to the actual situation of the class, we divided the students into six groups named ACHIEVE, BEYOND, CHASE, DREAM, EXCEL and FLY, with the students with strong professional knowledge and management ability as the group leader. They instruct and urge group members to learn. Team members work together to set clear group goals. Team leader records and evaluates the performance of team members in various courses, fills in the form of individual learning reflection and group evaluation every week, carries out various competitions, and stimulates students' potential.

In practice, we create various forms of situational activities according to the teaching content. Each unit is designed to be a reasonable learning plan for each student. The students are allowed to follow the following steps: individual completion group examination and mutual teaching group representative report discussion among all student's student explanation teacher comment. Let the students listen, speak, act and write in real time. Every class we have a real-time evaluation to check the learning situation of the whole class. We select winning groups and curriculum reform stars, and publish the results on the "Comprehensive Evaluation Table of Group Learning" to encourage each group to compete with each other. In this way, the classroom is alive, and the effect is better.

Of course, not all group activities have achieved the desired results. Sometimes, although it seems that the learning atmosphere is quite warm, the students' interest is quite strong. But in fact, some students may gradually deviate from the theme, at this time we should try to guide them back to the theme [7]. In fact, the process of pursuing success is better than the result. It is in such many heated discussions that we have seen the potential of students and achieved the goal of curriculum reform, which enables students to learn cooperatively in communication and share happiness in experience.

D. Combining Classroom Teaching with Extracurricular Activities

Extracurricular activities are an integral part of English teaching process. Professor Chen Lin, Beijing Foreign Studies University, said: "The scenes set up in class, however realistic, are false. Only when students use language in their daily life, can they really master the language." She emphasized the importance of extracurricular activities in English and applied the knowledge and skills learned in class to daily life.

First of all, we should create an efficient teaching classroom. Teachers are organizers and guiders of classroom teaching. Organizing teaching should proceed from reality, according to the principles of English teaching, lay stress on the cultivation of students' communicative competence in English, create an English environment for students to exert their talents to the greatest extent, and keep them in the process of learning English all the time. Active state. Teachers should make flexible use of various teaching methods according to teaching content, purpose, object and actual conditions, as well as personal teaching style and specialty, and with the help of advanced audio-visual teaching equipment such as multimedia, so that students can not only master knowledge, but also develop language application ability in a warm and pleasant atmosphere, so as to maximize their classroom performance.

Secondly, according to the characteristics of English subjects and secondary vocational school students, create a variety of language environment to promote extracurricular activities. At our own expense, we have purchased a series of Chinese and English classics of "Bookworms" to encourage students to broaden their reading horizons after class. In order to arouse students' enthusiasm for participation, English Skills Festival and English Open Day are held every semester to help students improve their interest in English learning through a series of activities such as Christmas. Every class has an English extracurricular skills team, which regularly trains students in spoken English, writing, speech and simulated workplace every week. This not only enriches students' extracurricular life, but also promotes the development of students' skills, and achieves the goal of combining extracurricular and extracurricular activities and improving teaching effect in an all-round way.

V. CONCLUSION

Secondary vocational schools are the cradle of cultivating applied talents and the bridge between professional courses and basic courses. Therefore, in English teaching, teachers should constantly innovate. According to the content of the article, it can be concluded that employment as the purpose of English education can greatly improve the quality of education in secondary vocational schools. And it also plays an important role in English education itself. In secondary vocational schools, we should take students' employment as the main purpose of teaching. The form of education should be changed to a more reasonable way. We should attach great importance to the mastery of English training links and contents in teaching, to the establishment of relatively strong teachers, to the promotion of the purpose of English education, to the purpose of employment, and to the cultivation of students

‘practical ability. Only in this way can we better optimize the teaching mode in English education and lay a solid foundation for students ‘employment in the future society.

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