

Practice of English Difference Teaching in Higher Vocational Colleges under the Training mode of Applied Talents

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Keywords: Higher Vocational Colleges; Difference Teaching; English Achievement; Teaching Mode

Abstract: since the enrollment expansion of higher vocational colleges, the English level of students varies from good to bad, and the social needs for English talents are also very different. Therefore, different teaching methods are needed, but there are not many vocational colleges. As a basic course of English learning, although after years of exploration and reform, facing the students with significant differences, the level of learning ability of higher vocational students is uneven, and the continuation of the traditional teaching mode cannot adapt to the actual teaching. Based on the theory of difference theory, this paper analyzes the practical significance of the theory of difference for the reform of applied person mode English learning in higher vocational colleges. In view of the seriousness of the polarization phenomenon of English achievements of higher vocational college students, this paper puts forward the method of difference teaching in Higher Vocational College English teaching to improve the teaching quality, and discusses how to improve the teaching quality according to the students' different preparation level and enthusiasm with examples Interest, learning style and differentiated teaching content enable students to participate in learning activities that are suitable for their own learning needs, learning interests and learning methods. At the same time, it puts forward some suggestions on differentiated teaching. The research shows that teachers in higher vocational colleges should pay attention to the differences of students in teaching, meet the different needs of different students in learning objectives, learning content, learning speed, learning methods and other aspects, so that the two systems of teaching and learning are closely combined to cultivate diversified talents for the society.

1. Introduction

From the basic point of view, difference teaching [1-3] is the improvement of classroom teaching, that is to say, students have many choices in obtaining information, understanding and expressing their knowledge. In other words, different classes provide different ways for each student to learn effectively, and students can divide classes by accessing teaching content, processing information data and providing learning results. The implementation of diversified teaching means that teachers can change teaching needs, learning styles or interests according to students' needs, learning styles or needs.

In view of the current situation of students in Higher Vocational Colleges [4-5], it is important to implement a variety of teaching practices, especially English teaching, in order to better implement quality education in higher vocational colleges. For the compulsory English Course [6-8], how to analyze the diversity of students from the concept of diversity, meet the diversified needs of students, educate students as much as possible, improve their learning level, teaching mode and teaching effect are important aspects of improvement. Therefore, to analyze the practical problems existing in English teaching, and how to improve English teaching methods, change teaching concepts, enrich teaching content, and establish a reasonable and scientific assessment system [9-10], are the problems that need to be solved in training applied talents in higher vocational colleges. Learning from the concept of differentiated teaching, teaching students according to the perspective of differentiated teaching, and improving students' practical language skills have

become an important aspect of the current English curriculum. In this case, teachers can't do everything easily, but based on students' differences, they must meet their individual needs, create a student-friendly learning environment, and let students determine their own learning speed, learning methods and opportunities to show learning results.

Therefore, based on the theory of difference, this paper analyzes the practical significance of the theory of difference for the reform of applied person mode in higher vocational colleges, and in view of the seriousness of the polarization phenomenon of English scores of vocational college students, it puts forward the method of difference teaching in English Teaching in Higher Vocational colleges to improve the teaching quality. Finally, some relevant suggestions are put forward. Research shows that differentiated teaching can guide students to learn English well, grasp the teaching content flexibly, increase the two-way communication between teachers and students, and give full play to students' learning initiative,

2. The Necessity of Implementing Difference Teaching in Higher Vocational Colleges

2.1. Analysis of Problems in English Teaching in Higher Vocational Colleges

1. Single English learning mode

Under the influence of traditional teaching methods and exam oriented learning, students' English practical ability and general problem-solving ability are not strong. When the school formulates the appropriate curriculum and curriculum, it does not start from the reality, does not pay attention to the actual needs of students, nor does it connect the needs of students, schools and society.

2. The school adopts too single teaching evaluation system

The various problems that students face when they enter the school, such as passing all levels of examinations, credit tests and English class certificates, may lead to misunderstanding and fail to achieve the real goal of using language to learn English. As a standard to evaluate students' performance, examination results and students' performance are used as evaluation criteria. Classroom assessment and advanced assessment system have a certain impact on Teachers' improved and optimized teaching mode, and have a profound impact on students' learning potential and self-awareness.

2.2. Guiding English Classroom Teaching Reform with Difference Teaching Theory

1. Diversification of classroom teaching

(1) Various diversified courses are implemented in the classroom questionnaire. Teachers should put forward questions of different difficulty according to the situation of students at different levels, and each student should be tested several times. Create opportunities and opportunities for learning and development, especially for students with learning disabilities and introverts.

(2) In the process of explanation, the implementation of difference teaching. In the process of explanation, teachers should highlight the key points, explain and practice in depth, guide the learning process and practice at all levels, so as to help students achieve teaching objectives. In the process of assignment, teachers should assign different assignments to different students. When assigning assignments, teachers should assign different assignments. Teachers recognize students' abilities according to their assignments and provide up-to-date feedback to correct students' mistakes.

2. Diversity of teaching in Education

For poor students, teachers need to patiently answer difficult problems and help them overcome learning difficulties and restore self-confidence. Teachers can use extracurricular activities to provide guidance for poor students. The extra-curricular knowledge of eugenics can enhance their reading.

3. Take grading review

When designing test questions, teachers should consider students' differences. The selected problems should be moderate and difficult to merge. Let all students check their academic

performance during the examination, but also find their own shortcomings.

3. Experimental Thinking and Design

3.1. Experimental Ideas

Based on the theory of difference theory, this paper analyzes the practical significance of the theory of difference for the reform of applied person mode English learning in higher vocational colleges. In view of the seriousness of the polarization phenomenon of English achievements of higher vocational college students, this paper puts forward the method of difference teaching in Higher Vocational College English teaching to improve the teaching quality, and discusses how to improve the teaching quality according to the students' different preparation level and enthusiasm with examples Interest, learning style and differentiated teaching content enable students to participate in learning activities suitable for their own learning needs, learning interests and learning methods. Finally, relevant suggestions are put forward.

3.2. Experimental Design

The starting point of diversified teaching is to respect and understand the differences of students. Therefore, differentiated education should be based on experiment and evaluation. The test is used to measure students' general understanding of students' numerical value and comprehensive level, and to identify students' strengths and weaknesses through measurement and analysis. Assessment is the assessment and assessment of students' academic performance and learning status, which runs through the whole teaching process.

Each student has his own level of preparation and unique learning needs and learning methods. In order to teach diversity, we must first understand students. Therefore, the purpose of this paper is to carry out investigation and preliminary research to understand the differences in learning preparation, learning methods and learning needs of students, so as to design diversified, practical and challenging teaching activities. In the first two weeks of each new unit, the author will understand the students' preparation level through quizzes, classroom discussions, random interviews and other forms to understand the students' different learning needs, so as to put forward different requirements on them, implement different teaching methods, and try to help each student play their best potential.

4. Discussion

4.1. Application of Artificial Intelligence in Computer Network System in System Management and System Evaluation

Because the students have certain knowledge of grammar after high school learning, this paper mainly groups them according to their preparation level. There are 4-5 students in each group, and the level of students in the group is different. Each student plays a role. Such as timekeeper, reviewer and researcher. Then provide some examples of participle as attributive, and ask each group to discuss and fill in as shown in Table 1.

Table 1. The form of participle

Part of speech voice tense	transitive verb		intransitive verb	
	active	passive	active	passive

"Difference teaching" emphasizes that students' differences should be respected, flexible courses should be arranged, different learning objectives should be formulated and appropriate teaching methods should be adopted. The general curriculum objectives of College English in higher vocational colleges are: to meet the training objectives of professional talents and the needs of students' English application ability; to meet the needs of cultivating high-quality skilled talents in higher vocational education; to meet the needs of students' lifelong learning and sustainable development. Under the guidance of this goal, teachers can make different teaching objectives.

Different teaching objectives can be interpreted as: basic goals, improving or developing goals. Different teaching objectives should be implemented step by step in different teaching stages. In the teaching process, we should follow the guiding principle of "practicality first, sufficiency for degree, application for purpose" and the curriculum design concept of "people-oriented". We should take improving the teaching quality as the center, formulate the teaching syllabus in line with the development law according to the actual situation of the school and the individual differences of students, so as to guide and standardize the College English teaching. High quality learning results can not only provide teachers with the best way to evaluate students' knowledge level and application ability, but also help students think, apply and expand the knowledge they have learned. Learning outcomes should not only reflect students' ability to master and apply knowledge, but also inspire students to show their best talents. On the premise that the students' learning preparation level is quite different, it is unrealistic to cultivate students with the same learning achievements through basically the same learning time. Teachers should try their best to build a diversified evaluation system, provide rich and diverse results, and combine with traditional tests to help students think, use and display the knowledge they have learned.

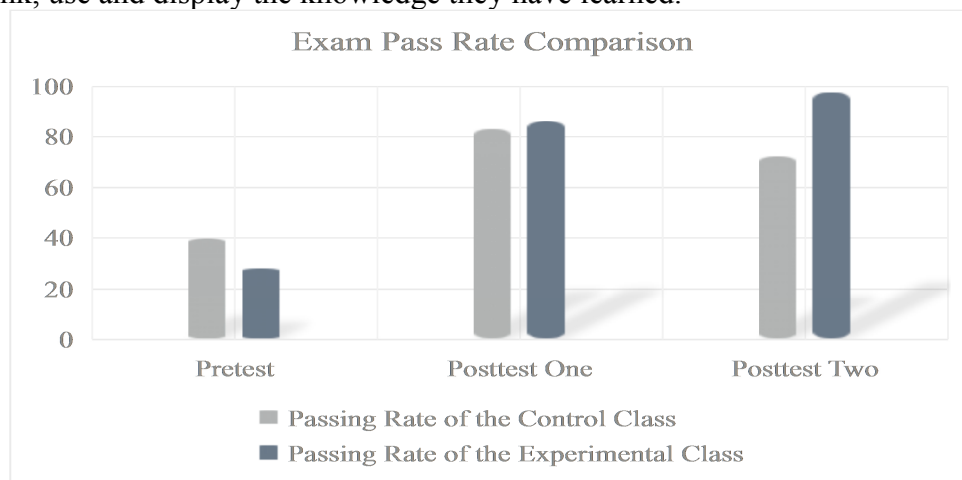


Figure 1. Comparison of pass rate

The traditional English teaching is set as the control group, and the differentiated English Teaching in higher vocational colleges is set as the experimental group. It can be seen from Figure 1 that at the beginning of the experiment, the pass rate of the control group was 39.5, which increased to 82.9 in the first test, and then decreased to 72.1 in the second test. On the other hand, the passing rate of the experimental class increased from 27.9 to 86, and then to 97.7. After examining the data of the pre-test and post-test of students' English proficiency, we can find that the students in the experimental class have made greater progress, which shows that differentiated teaching can improve students' performance.

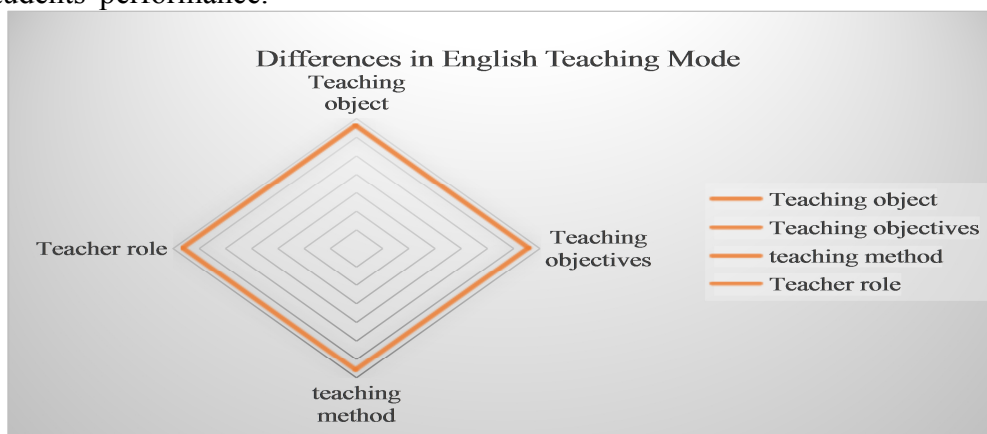


Figure 2. The differences between English Teaching in Higher Vocational Colleges and traditional English Teaching

As shown in Figure 2, the objects of English Teaching in higher vocational colleges are different from those of traditional English teaching, the purpose of English Teaching in higher vocational colleges is different from that of traditional English teaching, the methods and means of English Teaching in higher vocational colleges are different from those of traditional English teaching, and the roles of teachers in English Teaching in higher vocational colleges are different. It can be seen that English Teaching in higher vocational colleges is facing a brand-new task, which is characterized by its complexity and variability. Higher vocational students' learning ability level is uneven. To continue the traditional teaching mode cannot adapt to the actual teaching, we should explore the differences between the two, and actively seek a more perfect way of thinking of English Teaching in higher vocational colleges.

4.2. Practical Suggestions of Difference Teaching in English Teaching in Higher Vocational Colleges

1. Understand students' English foundation and learning attitude

Differentiation teaching is a kind of personality teaching, which requires teachers to clearly understand the level and personality differences of each student. The specific methods include entrance examination and preliminary examination, questionnaire survey on learning attitude, interest, ability and English score of college entrance examination, interview with students and class teachers, observation of students' performance in ordinary times, and in class test results.

2. Make teaching plans, select teaching materials and connect posts

Higher vocational colleges should formulate differentiated teaching plans and select differentiated teaching materials according to the national guiding teaching plan, the actual situation of each department, specialty and student level and social needs. This not only meets the needs of professional posts, highlights the practicality and pertinence, but also ensures the humanistic and instrumental nature of English.

3. Adopt a variety of teaching methods and organizational forms

Higher vocational English teaching can flexibly adopt teaching methods and organizational forms. According to the needs of teaching and students' strong points, teachers can flexibly divide them into homogeneous or heterogeneous groups, so that all kinds of students can give full play to their strengths. For example, when learning the text, the teacher uses music or pictures to introduce the teaching, and then plays the recording model reading, so that students can follow and understand the main idea of the text, and then read in groups to compete for the speed and accuracy of the translation of the text. Finally, the teacher comments on each group and explain the key and difficult points of the text.

4. Evaluate students differently by using their usual scores and test questions

In order to reflect the learning achievements of students at all levels, the assessment and evaluation of differentiated English Teaching in higher vocational colleges should also be differentiated, with formative assessment as the main method. Formative assessment highlights students' learning process and attitude, and introduces qualitative evaluation such as self-assessment, peer evaluation and teacher's comment; summative evaluation can be divided into two compulsory modules of grammar and reading and four optional modules of listening, translation, writing and oral English, so that students can choose two of their own good at, so as to reflect their own advantages and establish learning confidence.

5. Conclusions

Based on the theory of difference learning, this paper analyzes the practical significance of the theory of difference learning for the reform of English learning in Higher Vocational Colleges under the mode of applied talents training. It also puts forward the method of difference teaching to improve the quality of English Teaching in higher vocational colleges. It also discusses how to improve the teaching quality according to the differences of students. At last, the paper puts forward some suggestions on the difference teaching. Research shows that the growth and development of a society needs different levels and types of talents. Vocational colleges are committed to the

development of practical skills for the community, which requires meeting the learning needs of different levels and different learning methods of English learning students in higher vocational colleges. It is imperative to implement differentiated teaching in higher vocational education, especially in English teaching.

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