

Some Thoughts on the Practical Teaching Model of Public English in Higher Vocational Colleges

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Abstract: The educational goal of higher vocational colleges is to train students to become practical talents with professional skills. As a required course in higher vocational education, public English teaching in higher vocational colleges should also reflect certain practicability, so as to meet students' future career needs and bring into full play the practical effect of English education in higher vocational colleges. In this paper, based on the study of the theory of the practical teaching mode, the current public English teaching in higher vocational colleges were discussed and analyzed the present situation of the existing problems, and based on many years' teaching experience of the author, the public English practical teaching model puts forward some thinking and Suggestions, in order to promote the reform of English teaching in higher vocational colleges has certain reference significance.

Introduction

The characteristics of vocational education in the cultivation of application-oriented technical talents determine that the English education in higher vocational colleges should be oriented by the market demand for talents and pay attention to the cultivation of students' comprehensive English application ability. In particular, in the process of public English teaching in higher vocational colleges, teachers should start from the "practical", in addition to the necessary of students English and skills teaching, cultivating students' basic English listening, speaking, reading and writing, also need to cultivate the students to form good English learning ability, enable it to have a certain application in professional development of English learning ability. It can be seen that, with the reform of vocational education, although the public English teaching in higher vocational colleges has made some progress, there are still many problems, which make the practical use of English teaching has not been given full play.

1. The necessity of practical English teaching in higher vocational colleges

As a part of higher education in China, the main characteristic of higher vocational education for talent cultivation is to highlight "practicability" and realize the combination of teaching and practice. With the development of society, English, as an international language, is playing an increasingly important role in people's study and work. The public English teaching in higher vocational colleges should also take the development law of vocational education as the background, actively adopt the practical teaching mode, so as to improve the quality of English teaching and give full play to the due role of English teaching in higher vocational colleges. In recent years, with the reform of vocational education, English teachers in higher vocational colleges have gradually changed their traditional educational concepts, explored the teaching content, methods and modes, and strengthened the improvement of students' English application ability, striving to realize the practicability of English teaching in higher vocational colleges. However, the current situation of public English teaching is far from ideal, and teachers' cultivation of students' comprehensive English application ability is far from enough, especially in English listening and speaking. In addition, higher vocational students come from a variety of sources, and their basic level of English

is uneven, which affects the improvement of the effectiveness of English teaching. Therefore, it is still a long process for higher vocational colleges to reform the practical teaching mode of public English teaching and realize the improvement of English teaching quality.

2. Existing problems in English teaching under the current practical teaching model

The practical teaching mode runs through many links such as teaching content, teaching methods and teaching objectives. In the process of public English teaching, the practical teaching mode is embodied in that teachers should give full play to students' learning subject status, ensure students' classroom participation, and pay attention to the practicality of teaching content and teaching methods. However, from the current situation of public English teaching in higher vocational colleges, there are some common problems in the following aspects:

2.1 The content of the textbook is rigid and lagged behind

At present, there are various kinds of public English teaching materials available in higher vocational colleges. But it is not hard to find, influenced by traditional ideas, the school and the teacher in selecting teaching material, is more attention to the cultivation of students' basic knowledge, and neglected the implied in the text of the European and American countries local conditions and customs and the cultivation of humanistic spirit in the teaching content is only pay attention to the students' English vocabulary, grammar, structure and the accumulation of knowledge, such as the theory of teaching and learning, for English oral practice, such as less involved, ignoring the cultivation of the students' ability of practical application. As a result, students often feel that they have no harvest after learning and cannot apply what they have learned well. Therefore, their interest in learning is relatively low.

2.2 Students' actual level is ignored in teaching

Due to higher vocational students' English foundation is bad, English learning level is uneven, English teachers in the process of teaching must be more took the form of Chinese, and many English teachers in the process of instruction still pay attention to the grammar, vocabulary, and to cultivate the students' reading ability, lack of necessary oral and listening training. In addition, under the influence of the traditional teaching mode, teachers are still in the position of subjectivity in the classroom, and English class has become a teacher's lecture, which makes students' subjectivity cannot be brought into play and students' enthusiasm for learning is naturally not high. Of course, there are also some students lack confidence in English learning itself, there is a certain psychological fear. As a result, the current English teaching neglects students' actual English level and fails to realize effective interaction in classroom teaching.

2.3 The influence of traditional teaching methods

The practical teaching mode requires students to play a dominant role in the classroom, and teachers are the guides of students' classroom learning. What it emphasizes is the combination of explanation and practice under the active participation of students. However, at the present stage of English teaching in higher vocational colleges, most teachers still haven't changed their dominant position in the classroom. In terms of teaching methods, they still use the traditional single teaching method. Students are still in the position of passive learning. With the progress of modern information technology, most schools have popularized multimedia teaching, but there are also cases of overuse or underutilization, which make the functions of multimedia, digital technology and other modern teaching methods not well played, and the teaching effect is not very ideal.

2.4 Restrictions on exam-oriented education and large class teaching

In the current public English teaching in higher vocational colleges, like other types of education, it is still influenced by the traditional exam-oriented education mode, which pays too much attention to the cultivation of students' exam-oriented ability and not enough attention to the improvement of their comprehensive quality and ability. In the current English evaluation

mechanism, the passing rate has become the most intuitive evaluation standard under the current system. The school's arrangement of English courses is also centered on the realization of English proficiency level examination and the rate of grade passing at the end of the semester. Therefore, influenced by this idea, teachers naturally focus on the explanation of exam knowledge points in the process of teaching, which is difficult to take into account in the use of language. In addition, due to the large increase of students in higher vocational schools in recent years and the obvious shortage of teacher resources, public English teaching generally adopts a large-class teaching method, which makes it difficult for teachers to take into account the learning level of each student, which also has a negative impact on the realization of effective teaching.

2.5 Factors of students themselves

The English foundation of students in higher vocational colleges is generally poor and their ability level is different, which is a common situation in most higher vocational colleges. For higher vocational college students, whether they are not interested in English learning, or study is more difficult, have a great impact on teachers' English teaching progress. Based learning is not solid, at the same time, due to the application of English level and language expression ability is not high also, plus in the classroom learning of language application ability training is insufficient, lack of certain language training after class environment, will affect students' willingness to learn, even produce school-weary psychology, affect and hinder the overall understanding level of the teachers to the classroom. In the long run, it also makes it difficult for teachers to carry out practical teaching smoothly.

3. Some thoughts on practical teaching model

In view of the current problems in the practical teaching of public English in higher vocational colleges, the author believes that it is necessary to establish a modern student-oriented teaching concept and realize the innovation of teaching content and teaching methods. Only by carrying out necessary innovation to the current English teaching can its practical characteristics be highlighted and students' practical English application ability be improved.

3.1 Establish a practical English teaching concept

It is the demand of vocational education development and the inevitable trend of deepening English teaching reform to realize the innovation of practical teaching mode of public English in higher vocational colleges. Therefore, it is of great practical significance to establish a correct and practical teaching concept and carry it out in the teaching process. First of all, we should change the concept of education and establish the concept of development of vocational education. Public English teaching should take the market demand as the basic starting point, and cultivate students' professional English ability consciously, so that students can have an advantage in the future social competition. Secondly, the concept of teaching quality should be established to promote the growth of students' comprehensive quality as the evaluation standard of teaching quality, such as good spirit of innovation, professional ethics, sound psychology and solid basic knowledge of English. Finally, it is necessary to set up teachers' vocational education concept and build a high-quality English teaching team, so that it can meet the practical needs of higher vocational English teaching. Teachers should change the traditional teaching ideas, to a "heavy theory, light practice" English teaching methods, sets up the real career education, and continuously strengthen their own learning, to raise their literacy, schools can also provide a certain amount of learning opportunities, such as the public class, organization skills contest, the excellent teachers and so on, to improve teachers' teaching level and business English.

3.2 Take students as the center to realize the diversification of teaching methods

In the practical teaching mode, students become the center of teaching activities and play a leading role in the classroom. Under this new teaching mode, students should actively participate in the exploration and learning of English. Teachers should also diversify their teaching methods to

provide students with efficient classroom design. At present, the more effective teaching methods in higher vocational public English teaching mainly include interactive teaching, stratified teaching, group cooperative learning, activity teaching and task-based teaching, which are of positive significance for improving students' classroom participation. For example, the interactive teaching method pays attention to the effective interaction between students and teachers in class and between students and students. Under the modern teaching method, the self-training opportunities of students can be effectively increased, which is of great help to improve students' English expression ability. Moreover, under such teaching methods, students' main body status can be effectively exerted, which emphasizes the importance of students' practice. In the implementation of practical English teaching model, teachers can realize the combination of various modern teaching methods, in order to maximize the enthusiasm of students. For example, to explain the differences between the modern tense and the past tense, teachers can adopt a task-based teaching method combined with group cooperation, so that students can actively explore after class and demonstrate in class.

3.3 Improve the effect of oral English teaching

In order to improve the quality of practical teaching, we must pay attention to students' oral teaching and listening teaching and build up students' confidence in English learning. Therefore, it is necessary for teachers to carry out targeted oral listening teaching design in class, adopt diversified teaching methods, and cultivate students' interest and consciousness in oral practice. For example, when talking about some classic sentence pattern dialogue, students can be trained in groups, or teachers and students can be trained in different roles. Especially for some interesting topics that students are interested in, students can naturally take the initiative to participate in them. In addition, teachers can also intersperse some humorous stories and English songs in class so that students can improve their English listening and speaking skills in entertainment. English teachers should also make effective use of multimedia, micro-lessons, digital technology and other modern teaching methods to stimulate and cultivate students' sense of English language and desire to express themselves, so as to improve the practical effect of English teaching.

3.4 Strengthen the construction of practical teaching environment

To improve students' English learning ability, the environment is also very important. It is difficult to improve students' English level by relying only on textbooks and limited class time. Teachers must also create a favorable English learning environment to ensure that students have enough time for oral English training and basic knowledge practice. If we can carry out a variety of extracurricular activities, including English corner, English competition, speech, etc., schools can also establish an English morning reading system to effectively guarantee students' English learning time. In addition, under the modern teaching method, teachers can also make use of various teaching equipment to provide better English learning services for students. If the teaching software, as well as English related learning resources can be used campus network to achieve the sharing of teaching resources, to help students to study independently. In the classroom, teachers should actively create a certain situation and atmosphere, encourage students to practice English conversation boldly, and enhance the practicability of English teaching.

3.5 Innovate English assessment methods

The traditional English assessment method is relatively simple, and it ignores the improvement of students' comprehensive English ability. In order to realize the reform of public English teaching, it is necessary to reform the existing English assessment method and synchronize it with the reform of English teaching process. In the current based on the student education mode, to ensure that the practical effect of English teaching, it needs to realize the combination of process evaluation and periodic evaluation, in the process of evaluation is to realize the theoretical knowledge and practical language expression which is a combination of written and oral, both simultaneously, to student's comprehensive investigation and evaluation on the comprehensive ability to learn English. In addition, the assessment of English courses should also include three parts, such as the usual grades,

spoken English and written English, and according to a certain proportion of the student's comprehensive assessment. In the evaluation of grades at ordinary times, not only according to the homework to assess, but also need to combine with the usual class to answer questions attitude, learning status, ability to improve as the basis for assessment. At the same time, the author believes that the assessment of students' public English, but also according to the students' different majors, set different focus, such as foreign trade, economics and management, to increase the proportion of the assessment of oral ability, but for mechanical and electrical, software, can not be generalize. To sum up, a diversified English assessment and evaluation mechanism should be established to maximize students' English learning ability.

4. Conclusion

To sum up, the reform of practical teaching mode of public English in higher vocational colleges is the inevitable trend of English teaching under the new development of vocational education. As a public English teacher in higher vocational colleges, facing the current practical English teaching problems and shortcomings, we should change the traditional English teaching concept and actively explore and summarize the new teaching content and teaching methods. At the same time, we should create a good English learning environment, strive to achieve student-centered practical English teaching, in order to improve the effectiveness of higher vocational public English teaching.

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