

# Design of Project Teaching Method in Higher Vocational English Teaching

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**Abstract:** The project teaching method has always been a more enthusiastic teaching method for teachers. Higher vocational English teachers also pay attention to the role of this teaching method, which is widely used in practical English teaching. Applying the project teaching method, the focus of the teaching model has undergone major changes. It has subverted the traditional teaching mode in the past, which is reflected in the teaching objectives, teacher and student status, communication methods, student participation, and teaching evaluation. Through teaching practice, the project teaching method eliminates the defects of traditional teaching, effectively promotes the goal of English teaching in higher vocational colleges, and continuously improves the enthusiasm of students, which effectively integrates students' professional and English, and promotes the future development of students.

The project teaching method is an important tool to continuously improve the professional understanding of students through the exploration of actual cases. In the vocational English teaching, English teachers pay great attention to the application of the project teaching method. By using typical case studies and using multimedia technology to explain the teaching methods such as projects and group research projects, the role of the project teaching method can be fully exerted, so that English and students can be fully utilized. Professional and effective combination to enhance students' professional awareness and English application level. The article studies the design strategy of project teaching method in vocational English teaching. The specific contents are as follows:

## 1. The Concept and Characteristics of the Project Teaching Method

The so-called project teaching method is that students rely on the guidance of teachers and can independently study a project. It includes the process of collecting information, designing project plans, implementing project content, and evaluating project results, so that students' professional awareness is continuously improved. Students can independently be responsible for the project in the project teaching method. From the process of understanding the project, designing the project, implementing the project, and evaluating the project implementation results, a large amount of experience can be learned to achieve the teaching goal. When applying the project teaching method, the teacher must first let the students practice, and after the practice, the teacher will carry on the knowledge transfer, so that the students can master the problems encountered in practice and improve the learning ability [1]. By analyzing the teaching core of this teaching method, it is known that the teaching goal focuses on independent research and cooperative research, and through the independent completion of project research, to find the answers needed, so as to cultivate students' practical ability, in order to achieve the goal of promoting the combination of theory and practice.

Through the concept of the above-mentioned project teaching method, the project content is the main thread running through the whole learning process of the students, and the teacher becomes the leader in this teaching method, and the students are the main body of this law. From a comprehensive perspective, this teaching method has multiple learning objectives, short cycle, high rate of ability improvement, strong guidance, and a combination of theory and practice. Its teaching process breaks the position of teachers and students in traditional teaching methods. The main body of learning is also given to the students. The teachers are only responsible for guiding and guiding, allowing the students to complete the learning process independently, effectively cultivating the

students' ability to learn independently, and further cultivating the students' innovative ability. In addition, students can master the learning skills and methods in the project teaching method learning, which stimulates students' interest in learning.

## **2. The Core of the Project-based Teaching Method and Existing Problems**

The traditional teaching method is that the teacher is the core of the classroom, and the knowledge is imparted to the students through the use of language. In this process, the students passively master the knowledge. The project teaching principle is that the students are the core of the classroom. They explore the knowledge conclusions through their own practice, and combine the theory with the practice to master the knowledge points. Traditional teaching focuses on the process taught by teachers, while project teaching methods focus on the process of learning and inquiry. In addition, the focus of traditional teaching lies in the learning outcomes, while the project teaching method focuses on the learning process. Students can enhance their sense of identity in the process of learning, and master the learning skills and methods through independent inquiry and guidance from teachers. The quality of learning has been greatly improved.

Higher vocational education cultivates students' professional skills. Because of their professional skills, they ignore the traditional subjects. English is a basic subject and an important tool to promote the future development of students. As a result of being ignored by students, the quality of English learning of students is continuously reduced and their practicality is poor. English teachers need to focus on stimulating students' interest in learning, and use effective teaching strategies to improve the quality of students' learning. In actual teaching, teachers do not train students' interest in learning and the importance of English, so that the quality of English teaching continues to decline. It hinders the future development of students.

## **3. The Design Strategy of Teaching Methods for Vocational English Teaching Projects**

### **3.1 Introduce examples of example projects to improve English proficiency**

In the past English learning process, students' understanding of English stayed on the surface is one of the important factors that can not stimulate students' interest in learning. Teachers need to pay attention to this factor in teaching, and introduce students' examples to deepen students' cognition of English. In the selection, students should be selected according to their majors, so that professional knowledge can be effectively combined with English, effectively improving the application level of students' English. For example, the majors that students learn are power technology. Because the equipment used in the current era of electricity has the characteristics of import, students need to be able to read the equipment instructions effectively, so as to effectively use the instructions according to the instructions. When introducing the project examples, the teachers should conform to the students' electrical technology majors, so that the students can deepen their cognition of English, stimulate their interest in learning, and improve the quality of English.

### **3.2 Using the project PPT to stimulate students' interest in English learning**

With the rapid development of science and technology, multimedia technology has been widely used in the education industry. In vocational English teaching, it is also necessary to use the role of multimedia technology to assist teaching, so that students' interest in learning is stimulated and knowledge points are visualized, thus improving the quality of English learning. [2]. When using the project teaching method, teachers can use PPT technology to introduce students to the project. When teachers use PPT, they can insert audio, pictures, and videos to make the project vivid and vivid, and can quickly focus students' attention. In addition, teachers rely on PPT to elaborate on the background and other aspects of the project. When using PPT, after the teacher is well-made, the students should be guided to follow the process of PPT presentation to understand the project in depth, and then carry out research according to the background of the project, so as to improve the level of English learning. For example, according to the student's major, choose a project with

typical case, use PPT to explain the background and other links of the project, guide students to study the project background in the actual teaching, and then realize the directional project development process, so that the students are studying. The ability to use English is continuously improved during the process.

### **3.3 Using typical project analysis to improve students' professionalism while improving English proficiency**

English teachers can take the typical project analysis teaching method for students who have just entered the project, so that the professional level of the students will be continuously improved, and then the project teaching will be carried out on the basis of this, so as to effectively improve students' awareness of English and develop. Students' vision and innovative student thinking. Through the analysis and practice of typical cases, typical cases are characterized by strong timeliness, strong professionalism, and deep recognition. In the vocational English teaching, the teachers use the typical project analysis measures to improve the students' interest in learning. By continuously improving the professional recognition of the students, the future project development and research have a solid foundation and promote the future of the students. development of. For example, the teacher selects one or more projects with typical case characteristics according to the student's major, and then analyzes such projects, and summarizes the experience and problems existing in the project development from the analysis results, so that the students can grasp the lessons and improve the lessons. The level of English application is an effective combination of English theory and practice.

### **3.4 Adopting group research project initiatives to enhance student collaboration**

English teachers can adopt a group research project when implementing the project teaching method. The group teaching mode enables each student to participate in the project inquiry process, so that the English application level of all students is improved. When applying the group teaching mode, the teacher applies theory to practice, which improves the practical ability and enhances the professional recognition, thus promoting the growth of English application ability and promoting the development of students [3]. In the grouping process, the teacher divides the group according to the comprehensive level of the students and the personality and characteristics of each student. This grouping process presents a student-centered model to avoid problems when the project is launched. For example, when dividing a group, the teacher needs to master the learning ability of each student, and then divide the students into three layers: good, average, and poor. There must be three levels of students in each group to average the group. In addition, let the students with good ability become the team leader, lead the team members to research projects, and make the whole team's inquiry process high quality. Through the guidance of students with good ability, the students with poor ability will make progress, so as to give full play to the advantages of the group teaching mode.

### **3.5 Demonstrate project achievements and enhance student identification**

After the English teachers implement the group teaching method, the project research results are displayed in groups. During the exhibition, teachers should encourage students to explain the results and improve their English expression skills. In addition, teachers can use a variety of defense methods to enhance students' self-identity. While sharing the research results of the project, students are allowed to analyze the various problems in the project research process, and then through the mutual exchange and analysis between students, so that the professional level and English level are continuously improved. Through the teaching methods of such projects, students can temper their English in practice.

## **Conclusion**

In summary, the use of project teaching method in vocational English teaching can improve students' professional cognition, and can continuously improve the level of English application in the process of self-completed project research, so that the quality of English teaching is

continuously improved, and the health of higher vocational education is promoted. development of. In addition, English teachers need to constantly study the project teaching method, apply higher quality teaching strategies to the actual teaching, and effectively combine the students' professional and English to truly improve the English teaching level from the inside out.

## References

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