

The Teaching Abilities and Promotion Strategies of Higher Vocational Public English Teachers in the New Era

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Keywords: Higher Vocational Colleges; Public English; Teaching Ability; Current Situation Analysis

Abstract: As a public basic course and a compulsory course in higher vocational colleges, public English courses have played a vital role in improving students' basic qualities and language application abilities. The quality of public English classroom teaching is affected by many factors: such as teaching facilities, input, environment, selection of teaching materials, etc. Among them, the decisive role should be the teaching ability and research ability of English teachers. By analyzing the academic background, knowledge structure, professional teaching ability and scientific research ability of public English teachers in higher vocational colleges, the strategies for improving the professional development of teachers are as follows: rationally plan their professional development; take students as the center and teach students according to their aptitude; improve teaching methods; Schools should create conditions to provide teachers with opportunities to go abroad for further study, study, and practice in enterprises; actively guide teachers to change their thinking patterns.

In the curriculum of higher vocational colleges, public English is a basic compulsory course. Compared with ordinary higher education, higher vocational education emphasizes "employment-oriented" and has a strong vocational and practical nature. Therefore, higher vocational English courses should not only lay a solid foundation for students, but more importantly, cultivate students' practical language skills, especially the language ability to deal with career-related business in English in the future. Teachers are the organizers and guides of classroom teaching, and play a leading role in students' learning effect. The teacher's knowledge structure, teaching ability, and scientific research ability are very important, so a thorough analysis of the teacher's ability and proposing strategies for improvement are very necessary.

1. Basic situation and knowledge structure analysis of public English teachers in vocational colleges

To improve the quality of classroom teaching, it is necessary to conduct an in-depth investigation on the composition of public English teachers in vocational colleges. In order to understand the basic situation of public English teachers in higher vocational colleges, the author visited four representative higher vocational colleges in Jiangxi Province, including the national backbone college construction unit and Jiangxi province backbone college construction unit. The basic situation data of public English teachers in the school are collected, and the statistics are as follows.

Through the survey on the knowledge structure of teachers, the public English teachers in the four vocational colleges are mainly females, with ages ranging from 20 to 40 years old, with the majority of masters and graduates and the title structure mostly with lecturers and associate professors. During the interview, it was found that although the age and qualifications of teachers are mostly young and middle-aged and postgraduate students, the following problems still exist in their knowledge structure.

(1) Teachers in vocational colleges with a single knowledge structure are mostly from undergraduates and postgraduates of English majors in normal colleges and universities. The teaching content they receive during their studies often focuses on the basic knowledge of English,

such as grammar, writing, vocabulary analysis, etc., while generally ignoring the knowledge of other humanities and natural subjects. Today's higher vocational education is more focused on the cultivation of students' vocational skills, so English teaching should also focus on the training of language skills related to vocational skills. The English majors often lack knowledge of related subjects. After entering this vocational college, these people naturally appear to be unitary in knowledge structure.

(2) The old talent structure of the talent training program for higher vocational education requires teachers to break the closed and outdated

The knowledge structure closely follows the general trend of social and technological development, emphasizing the combination of work and study, and teaching as an integrated teaching method. Due to the development of mass media, schools are no longer the only channel for students to acquire knowledge. Students are almost in sync with teachers to receive new information and new knowledge. The absolute superiority of teachers in information occupation is gradually weakening. Moreover, the knowledge structure of English teachers in vocational colleges is single, and the update of teaching content is slow, hindering the development of vocational English teaching.

2. Analysis of the status quo of professional teaching ability of public English teachers in vocational colleges

At this stage, teacher training in higher vocational colleges focuses more on the training of dual-type teachers. For higher vocational English teaching, the focus of the teaching content should be based on the integration with the relevant majors the students have learned. English teaching content should focus on vocabulary, dialogue, etc. related to students' majors. Among the 81 public English teachers in the four vocational colleges visited by the author, 56 teachers obtained the CET-8 certificate, accounting for 69% of the total. The remaining teachers obtained the CET-4 certificate or CET-6 certificate. Of the 81 teachers, 18 teachers received foreign trade documents, 11 received tour guide qualification certificates, and 3 obtained accounting practice qualification certificates. It is not difficult to see from the above data that only 39% of double-qualified teachers with double-qualified qualifications. Although the qualification certificate does not fully prove the professional level of English teachers, it can reflect that the professionalism of English teachers is not strong, and professional knowledge needs to be strengthened urgently. Therefore, in teaching, the most important concept of teachers should be centered on students' job search needs and teaching according to their aptitude; in professional development, teachers should give full play to their subjective initiative, enhance professional knowledge, and integrate general English with professional English.

3. Analysis on the status of scientific research ability of public English teachers in higher vocational colleges

The primary purpose of higher vocational English teachers engaged in scientific research is to solve practical problems in English teaching. It is to change and improve English teaching practice activities. It has strong practicality and situationality. Therefore, scientific research is in the improvement of the abilities of higher vocational English teachers. It plays a vital role. Statistics on the scientific research data of public English teachers in the four colleges visited are as follows:

Among 81 people, 201 papers were published in journals above the provincial level within three years, and 14 projects above the provincial level were presided over, including 13 educational reform topics, 3 national-level topics, including 3 educational reform topics, and participation in provincial-level topics 52 Items, including 55 teaching reform topics; participated in the compilation of 15 textbooks and 2 books. The data shows that more and more English teachers realize the importance of scientific research for teaching and can actively participate in various scientific research activities. However, it is generally believed that it is difficult to engage in scientific research and it is even more difficult to engage in scientific research in foreign language

teaching. Most teachers believe that the purpose of scientific research is mainly to evaluate job titles, not from interest and teaching. At the same time, teachers generally believe that the teaching tasks are heavy and there is no time and energy to invest more in scientific research.

4. Strategies for improving the professional development of public English teachers

In view of the above deficiencies, higher vocational colleges should pay close attention to improving teachers' teaching ability and professional quality.

First, as English teachers in higher vocational colleges, they should reasonably plan their professional development, keep abreast of the development and positioning of the profession, and constantly make improvements and adjustments; they should continue to learn advanced teaching techniques and teaching methods at home and abroad. To adapt to the development trend of the profession at home and abroad, actively and steadily strengthen the construction of English majors in vocational schools; at the same time, through mutual promotion among teachers, learn from each other's strengths and weaknesses, continuously improve their professional development level, scientifically plan development goals, and strive to achieve.

Second, the most important idea of teachers should be student-centered and teach students according to their aptitude; teachers should give full play to their subjective initiative, strive to accumulate professional knowledge, and then improve the level of classroom teaching. Teachers and students together as the main body of education, grow together with students and complete knowledge. And the construction of language ability; adhere to the student-centered teaching concept, fully tap the students' interest and potential in learning, enhance the learning effect to help professional construction, and accelerate the development of professional teaching.

Thirdly, through the study of modern courseware, the teaching objects of higher vocational English have their own unique characteristics. The students' foundation is generally weak, the learning interest is lacking, and the learning motivation is obviously insufficient. These aspects have brought great challenges to English teaching in vocational colleges. Can master and use modern teaching methods such as multimedia and network teaching technology, make full use of advanced teaching instruments and equipment to enhance students' interest in learning and improve teaching quality. In view of the particularity of English teaching, multimedia equipment can be used to simulate a real and natural language communication environment, to promote students' communication in classroom learning, and to enhance English communication and communication skills. In addition, the original foreign video clips can also be played on multimedia devices at an appropriate time, allowing students to retell, evaluate or simulate the content of the video clips. This vivid, vivid, intuitive and novel teaching form can make students feel immersive.

Fourth, according to the situation that the teaching effect of English courses in vocational colleges is not ideal, teachers should actively reflect on and improve their teaching level and improve teaching methods. Conduct teaching and research in the form of group study and discussion, and through the analysis of the case, tell the teacher's own teaching status. It is in this narrative description that teachers can go through a process of perception, analysis, judgment and decision. In addition, you can also reflect on the case, think about whether you are not paying enough attention to the students in the details of the teaching, and appreciate the teaching activities of other teachers. Such case reflection is not only a reflection on one's own teaching, but also a useful reference for other teachers. Therefore, case reflection plays an active role in promoting teachers' professional development.

Fifth, the school strengthens the establishment of a guarantee mechanism that promotes the development of teachers. The development of teachers in higher vocational colleges is an internal factor that enhances the teaching ability of teachers. However, the school should also establish a series of guarantee mechanisms for the development of teachers. By establishing a series of incentive mechanisms for the development of teachers and providing better on- and off-campus training mechanisms, etc., a better platform for the development of teachers can be established to further enhance the professionalism of teachers. Knowledge and skills promote the professional development of teachers, and ultimately improve the teaching ability of teachers. In order to meet

the needs of teachers' professional development, schools should create conditions for subject leaders and key teachers to provide opportunities for further study and learning abroad, and to practice in enterprises. Teachers are encouraged to obtain higher degrees in higher education institutions, or participate in some training courses provided by social institutions and participate in teaching and research activities such as vocational qualification training.

Sixth, actively guide teachers to change their thinking patterns. Break the old teaching methods of teachers in one word, change the inherent teaching ideas, and actively learn to introduce new teaching methods. For higher vocational English classrooms, strive to create a teaching mode combining work and study, and introduce real scenes into the classroom. Deeply understand the talent training model of vocational education and formulate curriculum standards and teaching content, classroom activities, etc. according to this model. Construct a reasonable knowledge structure, that is, improve the basic knowledge and skills of English teaching while in-depth study of relevant professional English knowledge, and add professional English (ESP) from the curriculum, such as: hotel English, accounting English, mechanical English, Tourism English etc. In summary, with the increasing requirements for students' professional skills and comprehensive abilities today, the development of English teachers in colleges and universities should focus on the improvement of various abilities. Based on a thorough analysis of the current status of public English teachers in vocational colleges, a variety of promotion strategies should be provided to help promote the comprehensive development of English teachers' abilities.

Conclusion

The arrival of the new era puts forward higher requirements for English education. English teachers in higher vocational colleges should follow this trend, by continuously improving their professional qualities and professional qualities, and thereby improving their teaching ability, make full use of intelligent conditions to actively The positive side promotes the optimization and upgrading of higher vocational English teaching, and further improves the teaching effect. With the increasing emphasis on higher vocational education, higher vocational education has entered a period of rapid development, which is bound to trigger a new round of teaching reform in full swing Proceed. Teachers in vocational colleges should review the situation and take "practical as the main, adequate for the purpose and application for the purpose" as the general teaching guiding principle, strengthen learning, do everything possible to improve their business level, and update teaching Ideas and teaching methods, constantly improve the quality of classroom teaching. We have reason to believe that taking advantage of the rapid development of higher vocational education, public English teaching in higher vocational education will usher in new milestones one after another, and the prospect "will definitely be a sea of sky."

Acknowledgement

This paper is a 2019 research project of Humanities and Social Sciences in Jiangxi Province: Research on the improvement of teaching ability of Public English teachers in Vocational Colleges (Moderator: Zhao Shali). Project No. jy19135),

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