

Employment-Oriented English Education Mechanism for Higher Vocational Education

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Keywords: Employment Orientation; Vocational English; Educational Mechanism

Abstract: This paper begins with the improvement of English teaching quality and the improvement of students' learning ability. It summarizes the value of employment-oriented English education mechanism. Then it analyzes the current situation of the current educational mechanism, and finally based on the three levels of creating English teaching environment, mastering market demand standards, and attaching importance to teaching achievement evaluation, and exploring measures and paths. The purpose is to provide reference for relevant personnel and improve the perfection of English education mechanism in higher vocational schools.

1. Introduction

In the development of the new era, various industries have put forward new requirements for the ability of talents, which has led to the great work pressure of higher vocational students. Therefore, higher vocational colleges can take employment as a guide, adjust the current English education mechanism, and build a good learning environment for students. The application of this method can also realize the cultivation of students' comprehensive ability, so that they can become talents that meet the needs of social development and solve the problem of "difficult employment".

2. The Value of Constructing Higher Vocational English Education Mechanism Based on Employment

2.1. Improve the quality of English teaching

The employment-oriented construction of advanced English education mechanism can effectively improve the quality of English teaching and continuously enhance the comprehensive ability of students to improve the employment rate. In the development of the new era, most of the positions have significantly improved the requirements for talents, and English ability has become a major component of many job requirements. Therefore, in order to solve the problem of employment difficulties, students must constantly improve their English strength and meet the basic needs of the industry. In addition, higher vocational colleges also need to combine the development trend of employment to achieve innovative reform of the English teaching mechanism, providing an important guarantee for students to improve their ability. In this way, not only can improve the quality of English teaching in higher vocational colleges, but also help students complete employment planning. In order to realize the innovation of teaching mode, higher vocational colleges first need to take teachers as the entry point, and take it as the leader of the class, and encourage them to continuously improve their English teaching ability. In addition, in the process of designing English courses, it is necessary to optimize the curriculum according to the specific needs of students and the orientation of employment, so as to meet the needs of students. In the long run, it can effectively improve the quality of English teaching, create a good learning environment for students, and help students achieve the goal of employment and entrepreneurship [1].

2.2. Improve student learning ability

In the context of the new curriculum reform, higher vocational colleges need to take employment as the orientation to adjust the English education mechanism. Innovating this mechanism can

effectively improve students' learning ability and practice the teaching principle of giving fish. In fact, any form of teaching reform must compensate for the traditional teaching philosophy and teaching model. Therefore, the new teaching mechanism of higher vocational colleges is also an adjustment and supplement to the previous English teaching mode. In other words, through the innovation of the educational mechanism of higher vocational colleges, it is possible to enhance the professional skills of students and make them more knowledgeable. It can be found that the employment-oriented adjustment of the English teaching mechanism can effectively stimulate students' enthusiasm for English, so that they can feel the charm of English in daily learning. Not only that, the application of this teaching mechanism can also innovate and break the traditional test-oriented education model, and gradually form an English teaching situation that is applied to the school. Over time, in the process of teaching English, students can effectively strengthen their practical ability, so that they can continuously improve their professional level, so as to meet the basic needs of higher vocational students.

3. Analysis of the Status Quo of Employment-Oriented Higher Vocational English Education Mechanism

The current high-level English education mechanism has many shortcomings, mainly because it is influenced by traditional ideas and fails to pay attention to the value and status of employment in teaching. In other words, the current English education mechanism violates the employment-oriented principle and does not ensure the effectiveness of the final English teaching, and even does not provide guarantee for student employment. Specifically, the current state of education is reflected in the following aspects:

(1) The educational concept is relatively backward. The current high-level English education mechanism is mainly based on traditional teaching concepts and teaching models, so there are many misunderstandings. Among them, students mainly rely on passive acceptance of learning, although they can basically meet the needs of employment, but they do not meet the reality of life. At the same time, after the students complete the college entrance examination, most of the students' thinking is relatively loose, and the ability to speak and write related to English will not be further improved. The existence of this phenomenon is mainly due to the lag of the educational concept and the difficulty in guiding the students.

(2) The basic ability of students is weak. For higher vocational students, the weak English foundation is a universal problem. After entering the school, students should not only narrow the gap in ability of all aspects, but also further enhance their ability. Only in this way can we strengthen our English ability and provide important guarantees for future entry into the English industry. However, after entering the new environment, students lack the high school campus and the weak self-control ability. It is difficult to recognize the importance of English knowledge and skills learning, so they will be relaxed. Even some students think that they don't know what kind of work they will take after graduation, even if the English scores are good, they may not come in handy. In short, students in higher vocational colleges have obvious negative learning attitudes, and it is easy to lose interest in learning [2].

(3) The teaching method is unreasonable. Most higher vocational colleges use the method of copying the textbook in the process of English teaching, and will not create classroom scenarios based on the course content and employment needs. The application of this method will lead to a very boring English teaching class, and it can not stimulate students' autonomy and enthusiasm. Therefore, teaching efficiency and effectiveness are also difficult to effectively improve.

4. Employment-Oriented Measures to Innovate English Education Mechanism for Higher Vocational Education

4.1. Create an English teaching environment to stimulate students' interest in learning

In the context of employment-oriented, higher vocational colleges need to increase their

emphasis on English education in the process of innovation in educational institutions, mainly including professional English education and public English education. In this process, it is necessary to increase investment in capital, material resources, manpower, etc., to improve the English teaching environment, and to apply more advanced voice equipment and teaching equipment in the classroom. On this basis, students can create a more harmonious teaching environment, and at the same time, the language environment can be created by foreign teachers to make them feel the charm of English. At the same time, with the help of advanced equipment, it is also possible to simulate the language environment application environment, so as to achieve the theoretical and practical combination of teaching purposes [3].

In such a superior teaching environment, students can effectively improve their professional ability, master a richer knowledge of English, and lay the foundation for future employment and entrepreneurship. For example, in the process of teaching English, teachers can combine the curriculum content and employment needs to realize the construction of the scene model based on multimedia. Students are then encouraged to participate in the course interactions to achieve a simulated dialogue of the specific language application environment. This method is convenient for students to grasp their own shortcomings, and at the same time, it is convenient for teachers to deepen their understanding of students and provide reference for formulating more targeted English teaching programs in the future. In addition, the premise of creating a situational teaching mode can activate the boring atmosphere of the classroom, meet the personality needs of higher vocational students, and mobilize the enthusiasm of learning to the greatest extent, and stimulate their interest in education and learning.

4.2. Master market demand standards and build a new curriculum system

In the process of employment-oriented innovation of higher vocational English education mechanism, higher vocational colleges must take the market and career as the direction to deepen their understanding and understanding of relevant needs. On this basis, it is possible to carry out the teaching reform of higher vocational colleges, and adopt the elite, professional and individualized training methods to achieve the adjustment and optimization of the students' knowledge structure. In this way, the current educational mechanism can enhance the competitiveness of students and make them outstanding talents in the future workplace. In the process of innovating English education mechanism, it is necessary to take the teaching materials as the core and avoid the phenomenon of focusing on the basic English education in higher vocational colleges. Otherwise, it can only improve the general English level of students, and can not enhance their professional skills in combination with the needs of work and employment.

Therefore, in the process of adjusting the educational mechanism, higher vocational colleges not only need to combine the content of English textbooks, but also should understand the characteristics of their profession and the needs of future work based on the textbooks of students. Under this premise, it can guide the innovation of English education mechanism. For example, teachers can handle daily work letters, access relevant materials, daily oral communication, writing English resumes, reading English manuals, etc. as teaching content, maximizing the practicality of teaching, and fully implementing the principle of applying the principles of learning.

4.3. Pay attention to the evaluation of teaching achievements and strengthen the effect of English teaching

In the development of recent years, higher vocational colleges are in the trend of expanding enrollment, so the number of students is also increasing, leading to weak teachers. In the current English teaching, the teacher-student ratio is seriously dysfunctional and cannot meet the basic needs of employment-oriented teaching. Therefore, in order to achieve the adjustment and innovation of the English teaching mechanism, higher vocational colleges should increase the assessment of teaching and research results, and strengthen the effect of English teaching. Since most English teachers have a solid English foundation, their professional background is not strong enough to recognize the particularity of English in higher vocational schools. Therefore, it is not possible to deepen the relationship between professional and English and influence the effect of

employment-oriented English teaching.

In this regard, higher vocational colleges need to publicize and educate teachers, build a more complete teaching evaluation mechanism, and take the classroom evaluation, mid-term evaluation, final evaluation, extra-curricular evaluation, student evaluation as the entry point to achieve teacher teaching effect and teaching. Comprehensive assessment of capabilities. Then, the final evaluation results are linked with the teacher's bonuses, benefits, and promotion of positions, maximizing the enthusiasm of teachers to participate in English education and practicing the employment-oriented principle, so that they can become the backbone of building a new English education wit. In addition, higher vocational colleges also need to actively provide teachers with new learning opportunities, such as English professional training, in order to provide an opportunity to combine professional and English knowledge.

5. Conclusion

In summary, this paper analyzes the necessity of constructing a higher vocational English education mechanism. However, the current mechanism has many shortcomings and cannot enhance the teaching effect. In this regard, higher vocational colleges should analyze the problems and formulate targeted strategies and programs to take employment as the guiding innovation mechanism to meet the development needs of students, fully demonstrate the role and value of the curriculum system, and improve English. The effectiveness of teaching.

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