

## **Research on the Influence of Early English Learning Experience on English Teaching in Higher Vocational Colleges**

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**Abstract:** The early English learning experience of vocational college students can not be ignored, and it is easy to bring multiple negative effects to English teaching. In order to ensure the students' English learning effect, based on the analysis of the early English learning experience and its impact on English teaching, this paper puts forward corresponding strategies from three aspects: teaching environment construction, learning interest training and learning ability improvement. It can improve the teaching level of English in higher vocational colleges.

### **1. Introduction**

In higher education, higher vocational colleges occupy an important part and need to shoulder the heavy responsibility of cultivating applied talents for the country. In the aspect of English teaching, due to the influence of early English learning experience, it is difficult for students to achieve the goal of communicating in English. Therefore, it is also necessary to strengthen the study of the impact of early English learning experience on English teaching in higher vocational colleges, so as to take effective measures to improve the English teaching situation in schools and to transport the required higher vocational and technical personnel for the society.

### **2. Overview of Early English Learning Experience**

The so-called early experience is actually the environmental stimuli and life experiences that people have gained in the first few years, such as interpersonal experience, skill learning experience, independent thinking experience, etc. [1]. The early English learning experience is the environmental stimulation and learning experience that students get in the initial learning of English. It encourages students to establish certain behavior patterns in English learning, and has generated corresponding emotional attitudes. It has certain English learning environment. Adaptability. At this stage, parents are eager to learn English time for early students, but fail to consider whether early English learning can make students form good experiences. Lack of a good learning atmosphere, failure to form a positive attitude towards English learning and effective English learning methods will lead to negative impacts on students' English acquisition experience, which is not conducive to effective English learning. Therefore, in English teaching, it is necessary to understand the early English learning experience of students in order to take targeted measures to improve the teaching effect.

### **3. The Influence of Early English Learning Experience of Higher Vocational College Students on English Teaching**

#### **3.1. Influence on English teaching environment**

Influenced by the concept of exam-oriented education, the early English education accepted by higher vocational college students mostly adopts indoctrinated teaching methods, which makes the English teaching environment of students relatively boring and serious. Students are used to accept the passive infusion of knowledge in English learning. Formed a passive experience in learning English. From the perspective of social environment, the English level of students in higher vocational colleges is not so high, so that students and parents have the illusion that English

learning is dispensable, and it is difficult to complete the construction of a strong learning atmosphere on campus. For higher vocational colleges, in the past, the emphasis has been on the English test for students, so that the overall environment of the campus is focused on English test scores. Teachers and students tend to pay attention to English test scores. In daily study, they tend to focus on English knowledge. Hardback, but ignore the practice of oral English, listening and other skills. In the English teaching of higher vocational colleges, it emphasizes the cultivation of students' communicative competence in English, and requires students to complete exercises in listening, speaking, reading and writing. In the case of changes in teaching objectives, students are affected by the experience of early English learning, and still pay attention to the acquisition of English test scores, and use this as a target to memorize the knowledge of English, resulting in poor classroom teaching atmosphere, unable to meet English requirements. Therefore, the school English teaching effect is not satisfactory.

### **3.2. Influence on English learning motivation**

Higher vocational college students have a poorer foundation in English learning, and the practical application ability of listening, speaking, reading and writing is basically in a state of no existence. In the past, long-term knowledge of English knowledge failed to make proficiency in the knowledge of English that was learned, making it difficult for students to develop interest in English learning. In the English teaching of higher vocational colleges, students lack the motivation to learn English actively. They only learn English in order to meet the graduation requirements of the school, which makes the motivation of students' English learning singular. The ineffective English learning for many years has caused students' English learning emotions to be confused, so that students are at a loss in the face of English teaching content in higher vocational colleges. In everyday life and life, students have limited English opportunities. Over time, students lead to a contradictory attitude towards English learning, and doubt whether the learned English knowledge can be effectively used in future work. The confidence in English learning is not firm, which makes students spend more time on job skills learning, less time in English learning, and can't meet English skills practice requirements. In the early English study, it failed to form a good emotional experience, which made students' English learning attitude negative. It is easy to give up directly in English teaching in higher vocational colleges. In the classroom teaching, there will be resistance, not only without learning effect, but also interfere. Classroom order is not conducive to the development of English teaching.

### **3.3. Influence on English learning ability**

The vocabulary of students enrolled in higher vocational colleges is usually around 500-700. The foundation is very weak, which is equivalent to the level of junior high school students, which brings great difficulties to the development of English teaching [2]. This situation is mainly due to the failure of students to master the correct methods of English learning in early English learning, so that they lack English learning ability. In the English teaching of higher vocational colleges, it focuses on highlighting the subjective status of students and requires students to complete self-learning of English content. In the absence of English learning ability, it is difficult for students to complete self-learning of English content according to the tasks assigned by the teacher. It is still necessary to rely on the help of teachers to understand English knowledge. As a subject with strong subjective feelings, English learning has certain independence. It is difficult for students to think and learn independently, which will make it difficult for students to obtain individual experiences, which will make it difficult for students to improve their English learning. Passively learning various English resources under the guidance of teachers, it is difficult for students to actively debug learning strategies according to learning objectives, so it is impossible to maintain high-quality learning in the process of independent learning. In addition, the poor experience of early English learning makes students lack self-control experience in English learning. It is difficult to properly control the progress and methods of learning. As a result, students often get twice the result in English learning and cannot achieve ideal learning results.

## **4. Discussion on the Countermeasures of English Teaching in Higher Vocational Colleges in Response to Early English Learning Experience**

### **4.1. Create an interactive English environment**

In the English teaching of higher vocational colleges, we should also clarify the training objectives of applied talents. From this perspective, we should consider the adverse effects of early English learning experience on students' learning, and strive to complete the construction of interactive English teaching environment. Students' English skills in listening, speaking, reading, and writing are cultivated. In practical teaching, teachers need to take students as the center to complete the English teaching atmosphere that can stimulate students' senses, so that students can have the desire to communicate in English, and begin to pay attention to the use of English knowledge, instead of simply memorizing the knowledge. Back. In the classroom teaching, teachers need to organize more students to carry out group dialogue exercises, simulate real-life exercises, group discussions and other classroom exchange activities, complete the construction of English practice atmosphere, so that students can get out of the strange circle of learning for the exam, get rid of the early English learning experience. The impact of his own English learning attitude. In the construction of campus environment, it is necessary to strengthen the organization of English practice activities. Teachers need to provide students with rich learning materials to guide students to use the learned knowledge to communicate, so that students can gradually understand, master and internalize new knowledge and help students establish Self-learning and applying the concept of English, thus realizing the re-construction of English learning experience and generating a correct understanding of English learning.

### **4.2. Cultivate students' interest in English learning**

In order to change students' passive learning English, students get improved early English learning experience. Higher vocational English teaching should also cultivate students' interest in English learning, and promote students' active enthusiasm in English teaching. Combining the interests of students, teachers can innovate the content and methods of English teaching, complete the English dialogue design close to the students' professional, organize students to read English materials related to the majors, and encourage students to think about English learning problems from a practical perspective, resulting in strong English. Learning interest. In the classroom teaching, teachers should also introduce the humanities knowledge related to the English-speaking countries, such as history, culture and art, so that students can develop the motivation to explore the culture of each country and learn English spontaneously. In the teaching method of English, teachers should also adopt diversified means, such as organizing students to appreciate English film and television works, speech contests, etc., and cultivate students' interest in learning through humanities and arts activities, so as to encourage students to generate English learning desires from the heart. In various activities, students can not only get the opportunity to practice English pragmatics, but also experience the fun of English learning. Therefore, they can combine the actual needs to generate the inner motivation of English learning, take the initiative to participate in English learning activities, and promote the level of English teaching. Get promoted.

### **4.3. Improve students' self-learning ability**

In the English teaching of higher vocational colleges, it should be recognized that “giving people to fish is better than giving people to fish”, changing the problems of early English learning of students, helping students to accumulate correct English learning experience, so as to effectively carry out English learning activities [3]. In teaching, teachers need to strengthen students' observations and actively communicate with students who have difficulty learning English, understand the habitual mistakes of students in English learning, and teach students effective learning methods and techniques to improve students' learning efficiency. In teaching, teachers need to be the guides to help students clarify their learning goals and make appropriate assignments when students are having difficulty learning. English learning is not free-style learning. Teachers should urge students to strengthen self-management and restraint, to ensure that students can form good

habits in self-learning and scientifically complete teaching content learning. To this end, teachers need to carry out diversified evaluation, organize students to understand their own English learning problems through self-evaluation, mutual evaluation, etc., and take correct methods to learn English on the basis of mutual supervision. Guided students to improve their English learning methods in combination with their own situation, can meet the individualized learning needs of different students, and promote the overall level of English teaching.

## **5. Conclusion**

In summary, in the English teaching of higher vocational colleges, it should be recognized that the bad experience of most students in early English learning is likely to have a negative impact on students' English learning. In order to improve the effectiveness of English teaching, teachers should also create an interactive English environment, guide students to strengthen English communication, stimulate the interest in English learning, gradually master the learning techniques taught by teachers, and improve the ability of English independent learning, and then in English learning. Achieve comprehensive development.

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