

Research on the Professional Development of English Teaching in Higher Vocational Colleges under the Demand of Professional Development

Ding Xiaohong

Shangrao Preschool Education College, Shangrao, Jiangxi, 334000, China

Keywords: Professional Development; English Teaching in Higher Vocational Colleges; Professional Teaching

Abstract: Higher vocational college English is one of the basic courses of higher vocational education and has a very high status in the higher vocational curriculum system. In order to improve the efficiency and level of English teaching, it is essential to study the professional development of English teaching based on the needs of professional development. Therefore, this paper first expounds the problems existing in higher vocational English teaching, and on this basis, studies the professional development of English teaching in higher vocational colleges under the demand of professional development, and proposes the application of 3d+x multi-dimensional teaching mode. Suggestions such as layered teaching and module teaching.

1. Introduction

Under the background of the reform of the education system, the country's demand for high-quality talents is gradually increasing, and many enterprises are eager for quality talents. To this end, higher vocational education, as an important part of the education system, can provide practical and applied talents for the society. As an important part of higher vocational education, English has a very strong pertinence and practicality. Through English teaching, it helps to improve the overall quality of students. However, as far as the actual situation is concerned, some English teaching in higher vocational colleges is not optimistic and needs to be reformed.

2. The Status Quo and Deficiency of English Teaching in Higher Vocational Colleges

2.1. Higher vocational English teaching lacks accurate target positioning

The teaching goal of English in higher vocational colleges is to use English as the carrier and culture as the benchmark. Students can continuously improve their English ability through oral communication practice, cultural contrast practice, grammar practice and life practice. In addition, students should be mastered in the correct way of learning English, so that their English comprehensive level can be comprehensively improved, creating favorable conditions for their follow-up work. It can be seen that improving students' professional ability and promoting students' all-round development is the main goal of higher vocational college English, but some high-level English teachers only pay attention to the skills and test scores of English courses, and attach importance to practicality. Seriously inadequate. Higher vocational English is a public course and is a course for all vocational students. If teachers only use test scores as a measure of students' learning outcomes, then the English teaching of higher vocational colleges with the goal of test scores has very limited effect [1].

2.2. The content of vocational English teaching lacks professional characteristics

Cultivating practical and applied talents is the teaching tenet of higher vocational colleges. Therefore, English teaching in higher vocational colleges should focus on practicality and professionalism. However, the textbooks used by some higher vocational colleges are ordinary English textbooks, not English textbooks for higher vocational colleges. The general English textbooks are not targeted. For example, because higher vocational colleges do not have a targeted

English course, business management students cannot accurately translate English-language information in management, while nursing students cannot understand the English manual on drugs. Once such problems arise, It will affect the career development and growth of students.

2.3. Teaching methods are relatively single and backward

At this stage, teaching reform is constantly advancing. Some teachers have realized the importance of innovative teaching methods and have adopted a diversified teaching method in practical teaching. However, there are still some English teachers whose teaching ideas and concepts have not changed. The translation teaching method and lexical method are still the main teaching methods. However, such teaching methods are indoctrinated teaching methods, which can only cultivate students' theoretical knowledge. It is impossible to improve students' English practice and application ability. In the long run, students will lose their interest in learning English and will not meet the teaching objectives of higher vocational college English. In addition, teachers do not pay attention to the use of modern teaching resources in the teaching process, which affects the quality of teaching to a certain extent.

3. Research on the Professional Development of English Teaching in Higher Vocational Colleges under the Demand of Vocational Development

Under the demand of professional development, a higher vocational college has adopted a strategy to improve the quality of English teaching in higher vocational colleges, strengthen the teaching effect, and cultivate students' ability to communicate with his population language and English. Targeted reforms are shown in the following areas:

3.1. 3d+x multi-dimensional teaching mode application

In the process of English teaching in higher vocational colleges, teachers hope to develop students' oral communication skills and written communication skills through teaching based on professional needs and students-oriented concepts. Therefore, ar technology is used to construct a real teaching situation to provide students with an immersive experience. For example, for nursing students, it is necessary to use ar technology and vr technology to simulate the real ward environment. The teacher plays foreign patients and communicates with the students to ensure the normal development of the work. For marketing management students, the marketing scenario is simulated, and the teacher plays the foreign dealer and talks with the sales staff played by the student. This kind of teaching mode belongs to the integrated teaching mode, which is conducive to stimulating students' interest and promoting the future development of students.

3.2. Layered implementation of teaching

The so-called stratified teaching is also called grading teaching. It refers to the students' academic performance and learning ability as the basis, and the students are reasonably divided into several levels. For example, students with strong learning ability and excellent academic performance are class A. Students with moderate learning ability and academic performance are classified as Class B, students with poor learning ability and poor academic performance are Class C, and different teaching methods and teaching progress are adopted for students of different levels. This teaching method of teaching students according to their aptitude has Helps to balance all students and enhance students' confidence in learning English. For example, in the “Basic English” Book1 Unit1 university life teaching, for class A students, not only must they master the knowledge points in the textbooks, but also let them expand and extend the knowledge they have learned, and complete the teacher regulations. For oral communication tasks, teachers should also accelerate the teaching progress appropriately. For class B students, teachers should be able to communicate with others in writing in the premise of mastering the content of the textbook. For Class C students, simply let them master the knowledge they have learned, first slow down the teaching progress and lay a solid foundation for follow-up learning [2].

In addition, the English for higher vocational colleges should be divided into several stages, such

as the basic stage, the workplace stage and the industry stage. The basic stage refers to the teaching knowledge that students learn in the classroom teaching. At this stage, the students learn the basic knowledge, which is mainly to lay the foundation for the next stage of learning. After the students complete the tasks of this stage, they can carry out the basic stage. The next stage of learning. The next stage mentioned here is the workplace stage. The development of students' professional English ability is the main goal of the workplace. Students should have the ability to apply different English knowledge under different professional conditions, which will help students develop after employment. Learning has played a role in linking up and down. The final stage is the industry stage. Higher vocational teachers should base their students' professional needs on setting up targeted teaching courses and ensure that the English courses are closely related to the professional needs of students. Students are passing the above two stages. After the assessment, you can learn English at this stage. For example, for management students, teachers should set up business English courses; for nursing students, teachers should set up medical English courses, so as to stimulate students' interest in learning and encourage them to actively participate in English learning. Among them.

3.3. Modular teaching

English teachers in higher vocational colleges should start with elective English courses and industry English courses based on their interests and professions to meet the learning needs of students. Usually, the English Skills module includes the following parts: (1) English reading; (2) Business negotiation skills; (3) Electromechanical English; (4) Marketing English; (5) Nursing English; (6) Art Design English-like. The opening of these English courses can enrich students' choices and meet the needs of students. At the same time, it is also conducive to the realization of English teaching objectives in higher vocational colleges. However, as far as the actual situation is concerned, most English courses offered by higher vocational colleges have shorter class hours and are inconsistent, which has adversely affected the teaching effect. In view of this, the author suggests that higher vocational colleges should learn from the above-mentioned higher vocational colleges and provide students with continuous English learning through continuous English courses, so that students can deepen their understanding and mastery of English knowledge in higher vocational colleges. As a result, students are able to use their knowledge of English to solve problems [3].

3.4. Suggestions for the reform of English teaching in higher vocational colleges under the demand of professional development

In the context of the new era, the demand for career development should become the benchmark for the reform of English teaching in higher vocational colleges. Higher vocational colleges should strengthen the emphasis on the professionalization of English teaching, and professionalize English teaching in higher vocational colleges through the transformation of teaching concepts. And the degree of practice has been further enhanced. Therefore, the author believes that higher vocational colleges should firmly grasp the timing of the new curriculum reform, and vigorously cultivate dual-teacher English teachers with theoretical knowledge and practical experience. Through the implementation of incentive policies, teachers should actively participate in training and independent learning. The comprehensive ability of the self is improved, and in the practical teaching, based on the needs of professional development, adopting targeted teaching methods, such as: project teaching method, group cooperative learning method, etc., to enable students to master the industry English knowledge, with English practical application Ability to improve the problems of traditional infusion teaching. At the same time, we must promote the professional development of English teaching. Higher vocational colleges can reach cooperation with social enterprises, introduce high-quality talents to serve as English teachers, bring the latest industry development concepts and needs to the campus, and let students identify the industry. The requirements of English skills create favorable conditions for the development of English in higher vocational colleges.

Higher vocational colleges should strengthen the development of English textbooks, integrate

teaching resources, and combine the characteristics of different majors in colleges and universities to make the advantages of double-teacher English teachers play to ensure that English textbook content matches talent professional skills training. Higher vocational college English can achieve good teaching results. At the same time, it should also carry out professional planning for the English curriculum system of higher vocational colleges. Based on the professional needs, based on the reality, build a well-defined English teaching system, the curriculum system should also be consistent with it, for some backward old The content and curriculum should be eliminated to ensure the practicality and advancement of English teaching in higher education. In addition, teachers should also take the professional demand as the orientation, reasonably select the teaching content, and analyze the teaching content after analyzing the students' English learning ability, so as to improve the teaching level and quality.

4. Conclusion

In summary, in the context of the new era, higher vocational college English should take the career development needs as the benchmark for reform, and adjust the teaching content, innovative education methods, and determine the status quo and existing deficiencies of higher vocational English teaching. Teaching objectives, integrating teaching resources and setting up a teaching system, through the use of these targeted strategies, make English teaching in higher vocational colleges more practical and effective, to meet the needs of students' career development.

References

- [1] Su Qian. Research on College English Teaching Based on Post Competency. Education and Teaching Forum, 2019 (39): 256-257.
- [2] Hu Erjuan. Research on the Guidance Role of the Output-Oriented Method in Public English Teaching in Higher Vocational Colleges. Modern Business and Trade, 2019, 40(28): 149-150.
- [3] Li Hongyan. Research on the professional development of vocational English teaching under the demand of vocational development. Curriculum Education Research, 2016 (33): 62.