Analysis of English Teaching Method in Vocational Colleges from the Perspective of Cognitive Linguistics

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Abstract: English Teaching in vocational education is an important part of vocational colleges, which requires teaching student certain grammar knowledge and word information. At the same time, it is more to cultivate students' ability to express their cultural background in different ways through the introduction of English classroom culture. Cognitive linguistics is to enable students to better use the English language through the understanding of English culture. Its purpose is to reveal the operating mode of human psychology through English itself. The introduction of college English classroom culture from the perspective of cognitive linguistics can help students grasp the skills of using English better on the basis of understanding English culture, so as to improve their English application ability. This paper makes an analysis of the Enlightenment of cognitive linguistics theory on English teaching in vocational colleges. Combining with the current English teaching methods and teaching requirements in vocational colleges, this paper makes a deep reflection on the application of cognitive linguistics theory in English teaching in vocational colleges, and applies it to English teaching in vocational colleges in order to effectively improve students' English learning efficiency and teachers' teaching level.

1. Introduction

With the rapid development of China's economy and the advancement of economic globalization, all walks of life have put forward high requirements for contemporary students' English proficiency. High-level English skills have become the basic requirements of contemporary students. Therefore, it puts forward new requirements for English teaching. Vocational colleges in China still use traditional teaching methods, but we gradually find that if cognitive linguistics is introduced into English teaching, it will have more realistic guiding significance[1]. As we all know, cognitive linguistics is based on human cognitive ability for language learning and use, and cognitive ability is the root of human learning knowledge. Therefore, it is necessary to introduce cognitive linguistics theory into daily teaching.

Vocational education takes service as its purpose, employment as its orientation, and training skilled and applied talents as its goal. Nowadays, social employers have put forward higher requirements for graduates' English application ability. Vocational students should not only have the ability to read and translate professional English materials, but also have certain listening and speaking ability. Unified teaching materials, unified teaching and unified evaluation methods can no longer meet the needs of students[2]. The unchanged content and mode of English teaching in the past can no longer adapt to the current development situation. Language competence is a part of human cognitive ability. Therefore, starting from cognitive science, respecting cognitive rules and exploring new English teaching models according to learners' actual needs are important measures for English teaching reform in vocational colleges.

At present, the English teaching level in vocational colleges is not high, and students' English pragmatic competence is not strong, which has caused many difficulties in language teaching for higher education students. Cognitive linguistics holds that language acquisition begins with the accumulation of vocabulary, and the accumulation of a large number of vocabularies needs to be gradually formed in the cognitive process[3]. Based on the basic category theory, prototype theory and conceptual integration theory of cognitive linguistics, this paper carries out vocabulary teaching; uses graph and background theory, schema theory to teach reading and writing; uses metaphor

theory to analyze discourse rhetoric, pragmatic inference and cultural teaching, all of which have achieved good results. Cognitive theory reveals the cognitive law of language. In addition to providing guidance in specific teaching methods, it also plays an important guiding role in macro-English curriculum, teaching content, teaching methods and evaluation methods. It provides a scientific theoretical basis for English teachers to study and teach.

2. Analysis of English teaching in vocational colleges from the perspective of cognitive linguistics

2.1. The enlightenment of cognitive linguistics on English teaching in vocational colleges

In traditional teaching methods, teachers analyze and explain vocabulary, and only need to translate into Chinese, which is equivalent to the completion of teaching tasks. Students need to memorize and use it. The usual way is to memorize it by rote. However, this leads to students memorizing English words in a short period of time, but they forget them when they use them. Especially in the process of reviewing and preparing for the exam, English vocabulary is so large that many students are difficult to master it[4]. Even if you remember it, you forget it for a while, which is a difficult problem to solve in vocational English teaching. Cognitive linguistics categorizes similar things in the world and forms a categorized concept. Categorization is a very important cognitive ability in human learning and understanding of the world. In English vocabulary learning, a large number of words are categorized and categorized. Most of the students who use vocabulary freely are those who have better categorization. Therefore, in the process of English teaching in Vocational colleges, the role of teachers is also the key. In daily teaching activities, teachers can optimize vocabulary according to the syllabus, distinguish the important and difficult points according to the frequency of vocabulary use[5]. At the same time, they should educate students and guide them to master the ways of vocabulary combination and ranking. In daily teaching activities, we should pay attention to guiding students to understand the relationship between lexical semantic categories, so that they can think actively and associate with similar words, so as to deepen their understanding of the meaning of words. Only in this way can students have a new understanding of vocabulary learning, improve their subjective initiative, and thus improve teaching efficiency[6].

2.2. The enlightenment of cognitive linguistics to English semantic teaching in vocational colleges

The theory of cognitive linguistics has said that language learning is often established under certain cognitive rationalities. Therefore, what we can see is that cognitive language writing is based on experience. People's understanding of language and sentences is also based on the cognitive experience of communicating with people. In the traditional English teaching and learning process, students often convert English into the language they are familiar with before they can use this knowledge as their own knowledge. This problem is very common in the teaching process. In the process of explaining the teacher, the teacher also explained the language through the conversion, and did not achieve the expected result. Here, cognitive linguistics has also been explained accordingly. Cognitive linguistics believes that the overall cognition of language is based on an environment in which the language is used for a long time. The teaching of English only exists in the classroom, which leads to poor learning[7]. The English knowledge framework from the perspective of cognitive linguistics is shown in Figure 1. Vocational English semantic teaching is a difficult point in teaching. In daily teaching, teachers also explain the meaning of English vocabulary. As long as it is translated into Chinese, it represents the completion of teaching tasks, and has never done anything about semantics and its background. This leads to the knowledge of the students in the process of learning English, but they do not know why. In addition to the differences in personal thinking, this leads to a bias in the understanding of semantics. This puts new demands on English teachers in higher vocational schools, so that they can apply cognitive theory knowledge to the teaching process, and put the English semantics into a specific

environment for a comprehensive explanation[8]. This will help the development of English semantic teaching and improve students' English performance.
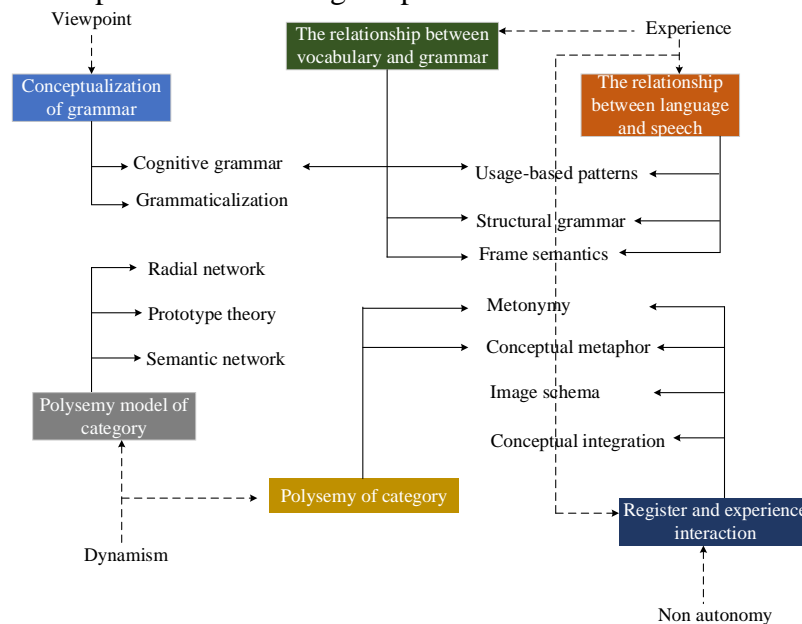

Figure. 1 English knowledge framework from the perspective of cognitive linguistics

3. English teaching method in vocational colleges from the perspective of cognitive linguistics

3.1. Hierarchical English teaching in vocational colleges based on cognitive linguistics theory

The core of cognitive linguistics is meaning, which is constructed on the concept of language. Concepts are hierarchical in the process of cognitive formation. Cognitive linguistics divides concepts into basic concepts, superordinate concepts and subordinate concepts, which are similar to Confucius' disciplinary division. We know that the more Abstract.the concept is, the higher its level is. Therefore, in the conceptual hierarchy of cognitive linguistics, the upper concept ranks the highest, the basic chess concept ranks the second, and the lower concept ranks the second. The basic concept here is the concept prototype. As far as the language learning of a single subject is concerned, teachers should teach students the basic vocabulary, that is, the vocabulary that was first produced, shortest, first acquired and most frequently used. Because of its simple morphology, fewer syllables and easy recognition and acquisition, it is also the most commonly used vocabulary in language communication. After completing the study of basic category vocabulary, we will gradually advance to more Abstract.superordinate vocabulary and more specific and detailed subordinate vocabulary. This is also the reason why different levels of English teaching in China require different students to master the number of vocabularies[9]. As far as morphology is concerned, we first learn 26 letters, then learn words, and then further learn phrases and morphology. Even for vocational students, there are some differences in their basic English proficiency. Therefore, we propose a hierarchical approach to teaching, which is also in line with the theory of cognitive linguistics. Therefore, the present situation of English teaching in vocational colleges, whether for English majors or non-English majors, is not optimistic. Simply speaking, those students who have poor English foundation may not have a good foundation. As shown in Figure 2, the basic concept category here is the basic concept category. It is difficult for them to learn the next category directly at this level, and it is also inconsistent with the cognitive law[3]. Therefore, in English teaching in vocational colleges, teachers should hold entrance examinations for English freshmen every year and then teach students in different classes according to their examination results. For classes with good foundation, teaching can be expanded and extended. Teachers should make further teaching and discussion on syntax. For classes with weak foundation, teachers should also help students to lay a solid foundation.
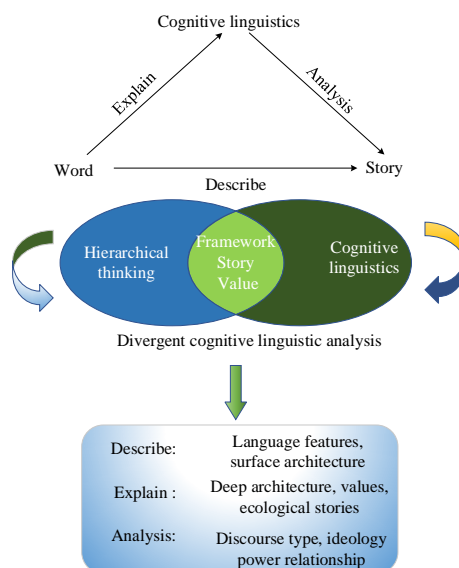
Figure 2 Hierarchical English teaching based on cognitive linguistics theory

3.2. Divergent English teaching in vocational colleges based on cognitive linguistics theory

Cognitive linguistics holds that metaphor is actually a psychological process of analogy and thinking divergence, a process of constructing an aspect or even an entity based on a point, which is caused by polysemy or monotony. Since there must be some connection between different meanings of the same word, we believe that metaphor is the projection of one concept domain to another in the process of language cognition and acquisition. We call the former source domain and the latter target domain. Source domain must be specific or at least familiar and grasped by learners, while target domain is Abstract, known or unknown to learners. Schema is the basic element for people to know and understand things. These basic elements are stored in people's memory in the way and state of books, thus forming a "cultural schema". Because it is based on experience and presupposes knowledge module in human brain, it can be used to perceive and understand many cultural phenomena in English teaching. Schemas are divided into content schema and formal schema, or world schema, text schema and language schema by foreign scholars[6]. Schema theory has great theoretical value in tourism translation because there are great differences in knowledge structure, cognitive psychology and values among people of different cultural backgrounds, which inevitably leads to different schemas in their understanding of the same thing. It vividly summarizes the process of foreign language acquisition from ignorance at the beginning to proficiency at the end. Among them, "prototype category theory" and "conceptual metaphor theory" are from different perspectives, scattering a self-contained language after learning, and then when the accumulation of language fragments is completed, the fragmented language knowledge is integrated and categorized, and finally systematized. Psychological process of thinking divergence is shown in Figure 3.
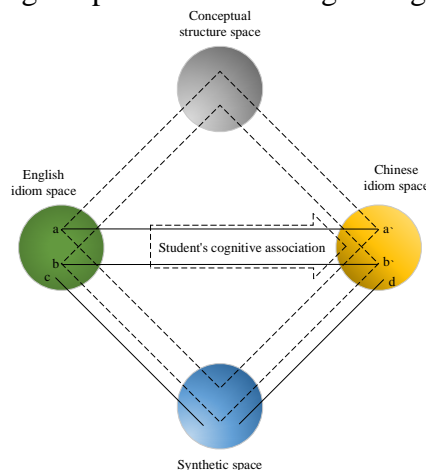

Figure.3. Psychological process of thinking divergence

4. Conclusion

The development of society is changing with each passing day, and the society's demand for graduates' English ability is constantly changing. This requires that the reform of English curriculum teaching should meet the needs of students' future employment. Vocational students' English foundation is relatively weak, while vocational education actually tends to use education more. The training direction of vocational college students is almost all directed to employment, so English learning is very important for them. Vocational English teachers also need to constantly improve their linguistic professional quality, and rationally apply cognitive theory to guide English teaching. After fully understanding the gap between students' learning status and target needs, students-centered, aiming at different majors and different English levels. Students adopt personalized teaching, so that students can acquire English knowledge in a pleasant and real language experience, so that they can achieve academic success and use after graduation.

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