

A Study on the Teaching Mode of Chinese Higher Vocational English Culture from the Perspective of Multicultural Education

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Abstract: In the contemporary environment, the trend of economic globalization is becoming more and more obvious. In order to be able to adapt to the growing international culture and interpersonal communication, a good foundation of English and excellent multicultural communication skills are essential, is a necessary language skills for contemporary students. But at present, many higher vocational English classroom teaching in China has not kept up with the development of the times, and still stays in the teaching stage of simple students' English theory knowledge, and lacks the training of practical English cross-cultural communication ability. By analyzing the existing problems in English teaching in higher vocational colleges, this paper puts forward some suggestions and improvement plans on how to improve the teaching of cross-cultural communication ability in teaching, hoping to help improve English teaching in higher vocational colleges.

1. Introduction

The expression and carrier of culture is the language consistent with the cultural environment. With the increasing demand of cultural communication, the importance of English becomes more and more prominent. For higher vocational colleges, the traditional teaching methods are difficult to meet the needs of students' learning and application under the environment of multi-culture in the new era. It is the most important problem for higher vocational English teaching to improve the existing teaching mode and better meet the requirements of the new era.

2. Current Situation of English Learning for Higher Vocational Students

2.1. Teaching Resources are Limited and Difficult to Adapt to the Current Situation of Teaching

Recently, with the development of national policy, vocational schools continue to expand enrollment, more and more students can enter schools to study. But this also brings a problem, contrary to the large increase in the number of students, the school's teaching resources can not increase at the same speed, resulting in a larger class base, especially in English general courses, most higher vocational schools have changed from small and medium classes to large classes or large classes. In this kind of teaching environment, a teacher often needs to deal with dozens or even hundreds of students whose English foundation is not exactly the same, and the teaching pressure increases greatly, which leads to the teachers can not get the students' learning feedback very well, and it is difficult to understand the students' learning situation. In teaching, classroom order is also difficult to maintain, it is easy to fall into chaos, resulting in the quality of teaching can not be controlled. In order to deal with the problem of lack of teachers, some schools will lower the standard of teachers' recruitment and employ fresh graduates or graduate students who are still inexperienced, which is even more difficult to ensure the quality of teaching. If this situation can not be improved, the English teaching situation in higher vocational schools will be difficult to improve, and the students' learning effect will not be qualified, and even the students will lose their

interest in English learning,

2.2. Traditional Teaching Methods, Difficult to Adapt to the Requirements of the New Era

In the current English teaching in higher vocational colleges, most of the teaching ideas are still to link the success of English teaching results with whether they can pass the corresponding English grade test. But under the request of the new era, this kind of thinking of teaching only for examination-oriented has deviated from the current requirement of students' overall development quality. It will limit students' ability to think independently and extinguish students' enthusiasm for learning English. To turn English teaching into pure examination-oriented learning, even if it can pass the test, it can not actually improve the students' ability to use English in practice. Students still can not use the language knowledge they have learned to communicate across cultures smoothly, so that language learning does not play a practical role in improving students' quality and ensuring cultural communication. At the same time, the boring examination-oriented teaching process can easily make students feel boring, lose interest in multiculturalism, and it is difficult to learn spontaneously and actively. At the same time in this situation, even if some teachers are conscious and hope to infiltrate all kinds of English cultural knowledge from the perspective of multiculturalism through teaching, students will ignore this part because it is not directly related to the need for assessment, and can not achieve the due teaching effect. In the long run, English culture teaching will fall into a negative cycle and can not really serve as a cultural bridge.

2.3. The Teaching Orientation is Old And Does Not Produce Effective Guidance

To cultivate students who can meet the requirements of multicultural environment, we need to adjust the traditional orientation of teachers and students in teaching and adapt to the requirements of the new era. In the traditional orientation, teachers are often in the active position, the teaching goal is accomplished by directly inculcating knowledge to students, in the daily teaching is often the teacher lists the key points of knowledge, students memorize and recite, in this process, students usually do not have a lot of active communication opportunities and motivation, mainly passive executors. But in the new era, while requiring students to master knowledge, but also require students to adapt to multiculturalism, really improve from the quality, which requires both teachers and students to adjust their own positioning. Students should realize that they are the main body of classroom teaching and should communicate fully with teachers and give full play to their own initiative. Teachers should recognize the role of their guides, in addition to explaining knowledge, but also actively guide students to actively learn, active thinking, so as to develop a more orderly learning atmosphere, ensure the quality of teaching, meet the requirements of the times.[1].

3. Suggestions on Teaching Mode of English Culture in Higher Vocational Schools

3.1. Building a Team of Teachers With Excellent Quality and Advanced Teaching Ideas

To do a good job in English culture teaching in higher vocational schools, to infiltrate and expand multi-cultural knowledge in teaching, teachers themselves must first have sufficient knowledge reserves and clear teaching ideas. Under the long-term influence of traditional teaching ideas, it is difficult for many teachers in higher vocational schools to get rid of the influence and bondage of traditional ideas, which will have an impact on the development of multicultural English teaching in higher vocational schools from the source. At the same time, given that the number of students in higher vocational schools is increasing year by year, it is urgent for all schools to increase the number of teachers in service. At this time, it is necessary to have requirements for the quality of teachers employed and management for the construction of a qualified team of teachers. First of all, colleges and universities must adhere to the standard in the absorption and recruitment of teachers, and put an end to the behavior of recruiting substitute teachers who do not meet the requirements of the number of teachers in higher vocational education. Secondly, colleges and universities should provide corresponding training for English teachers in higher vocational colleges, help teachers adjust their teaching ideas, perfect teaching plans, improve their teaching

ability, and maintain advanced teaching ideas. At the same time, teachers' teaching ability should be assessed and evaluated regularly, and teachers who are not qualified should be given special targeted training to help them meet the quality requirements. For the excellent teachers, we should give appropriate incentives to encourage these teachers to play a better role in exemplary leadership, but also let these teachers provide some internal experience sharing, based on the actual situation, improve the overall teaching team level. Building a team of English teachers with excellent comprehensive quality can permeate the concept of multiculturalism from the source of teaching, guide students to experience the charm of cross-cultural language learning better from the beginning of teaching, and carry out English learning better.

3.2. Rationalization of Practical Teaching Content

The purpose of English teaching from the perspective of multiculturalism is to improve the students' comprehensive quality, but the foundation is still the teaching of knowledge, and the basic teaching can not be ignored for the sake of multiculturalism, but it is also necessary to change the idea that the traditional concept only pays attention to the knowledge point. At present, vocational English is mainly based on practical English teaching. First of all, it should take full account of students' actual needs and students' current basic English ability in teaching, plan the teaching direction and teaching depth of basic knowledge such as English vocabulary, grammar and so on reasonably, and lay a solid knowledge foundation for students, so that students can have the foundation stone learning English from a multicultural perspective. Secondly, after the perfect basic knowledge teaching, we should combine the local or school social background, as well as the cultural background involved in the teaching content, to supplement and expand the teaching content, through the combination of basic knowledge and various cultural backgrounds, in the teaching process to imperceptibly convey different cultural knowledge to students[2].



Figure 1 Teaching content

3.3. Rational Use of New Teaching Methods to Improve Teaching Effectiveness

In the teaching of higher vocational English, in addition to the traditional teaching by teachers and the learning mode recorded by students, teachers should also actively introduce new teaching methods to create a diversified teaching environment. For example, to guide students to listen to current affairs broadcasts produced abroad such as VOA, on the one hand, can understand current affairs knowledge, on the other hand, can also experience how to describe and understand various events in western culture. It can also guide students to read the original English reading materials, watch English TV dramas, English movies and so on, and create a learning environment with a strong English atmosphere for students, which can not only reduce the boring feeling brought by simple language knowledge learning, but also help students to better experience the language patterns in western countries, enhance their English language sense, enhance students' enthusiasm and interest in learning English, and stimulate students' initiative. At the same time, teachers can also use the method of pure English teaching to maximize and reduce the frequency of Chinese appearing in English teaching, so that students can gradually get used to communicating and thinking in English, and exercise students' English understanding and oral communication ability.

In addition, by setting up the model of classroom situation simulation drama, and even inviting foreign students to participate in the scene simulation, students can effectively perceive and understand the western culture[3].



Figure 2 VOA



Figure 3 Situational drama

4. Concluding Remarks

To sum up, from the perspective of multiculturalism, higher vocational colleges should make necessary adjustments to the English teaching system, pay full attention to the active position of students, improve students' English ability and improve their comprehensive quality by introducing new teaching ideas and starting from the concept of cultural education.

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