

Study on the Reform of College Public English Teaching under the Employment Orientation

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Abstract: At present, with the acceleration of economic globalization, increasingly frequent and close international collaboration has made English one of the most common languages in the world. The demand for English talents is further expanding, and the professional requirements for English talents are also increasing. This article mainly discusses the current situation and existing problems of college public English teaching, the current lack of employment-oriented public English teaching in colleges and universities, and proposes corresponding strategies for the reform of public English teaching in colleges and universities, so as to improve the quality of students' English learning and the public. The efficiency of English teaching ensures the employment of fresh graduates.

1. Introduction

After my country entered the WTO, in the job market for college graduates, in almost all industries when recruiting talents, college students are required not only to have good professional skills, but also to have corresponding foreign language communication capabilities. At present, China's reform and opening up is still deepening. With the globalization of economic development, various domestic industries and fields have a very large demand for foreign language talents, and more non-English professional positions have the ability to use English. Claim. It can be seen from the relevant data that the salary level is directly proportional to the level of foreign language proficiency. One of the most direct advantages of some people who can reach middle and high incomes is the high level of English. More employers pay more attention to foreign language talents with the process of global economic integration. In order to meet the most objective needs of my country's economic market and carry out continuous advancement of quality education, it is necessary to carry out corresponding exploration and construction of education reform, and finally form the reform of college English teaching mode. This will not only meet the objective needs of China's economic development, but also promote the employment of college graduates, and enable students to not only have excellent professional skills, but also have a solid basic knowledge of English and corresponding use in the process of English learning. The ability to work in English can enable them to conduct basic English conversations and improve their core abilities for employment. They can be more proficient in their professional fields to use English as a tool to carry out different business activities.

2. Employment-Oriented College Public English Teaching Status and Existing Problems

The current public English teaching environment in colleges and universities obviously cannot meet the practical requirements of the market English professionals. The existing problems are mainly reflected in two aspects: on the one hand, the lack of modern English teaching infrastructure, although the education reform is further deepened, the country's modern teaching facilities A large amount of funds have been invested in technology and technology, but the current public English teaching in colleges and universities still has problems such as backward equipment and shortage of teaching resources in the modern infrastructure, which cannot meet the needs of students in the classroom, seriously affects the interest and quality of English learning, and is not conducive to the adaptation of public English teaching reforms. The actual demand for talents in society; on the other hand, theoretical English teaching does not match the actual workplace needs. College public

English teaching lacks a real environment. It is difficult for students to effectively use what they have learned after entering the workplace. It is difficult to translate theoretical English into practical English. , Reflected in the four aspects of English listening, speaking, reading and writing. In fact, in universities, many students are not satisfied with the teacher's theoretical teaching and hypothetical environment learning. Students hope that what they have learned can be directly converted into language communication and use basic English skills in actual work.

First of all, the current public English teaching in colleges and universities lacks a targeted professional teaching plan. The plan should combine English courses with practical applications. At the same time, the plan should be cohesive to achieve a reasonable transition between campus English learning and actual work needs. The professional job classification provides targeted public English professional courses. In addition, public English teaching in colleges and universities still lacks one-to-one characteristic teaching; secondly, the degree of connection between college public English and professional courses that are highly relevant to students' employment is very low. Often public English is a separate public basic curriculum, which has not achieved English and Because of the combination of professional courses, students only have a superficial level of language learning, and the degree of professionalism is low. It is difficult to master professional English ability in the work after graduation. Mainly manifested in the impact of test-oriented education: current English teaching does not focus on students' interest, and does not combine scientific employment orientation with public English teaching. For example, colleges and universities link the results of CET-4 and CET-6 with graduation certificates and degree certificates. The original purpose is to promote the development of English education in China, but now it has become a disguised pressure for students to learn English, and it is a difficult task to pass CET-4 and CET-6. In addition, colleges and universities do not clearly understand the connection between learning English and employment needs, and the English curriculum stays in traditional vocabulary and grammar, ignoring the cultivation of students' practical ability to use English, so students have not yet possessed the professional qualities for employment; Finally, there is no clear classification of teaching materials for public English teaching in colleges and universities. Especially in the freshman year, all freshmen and freshmen of different majors use the same English textbooks, English teaching and learning are superficial, and college English teachers cannot provide regular professional guidance to students by majors, and students cannot meet the different jobs. The demand for professionalism has also caused a waste of teachers' resources to a large extent.

3. Theoretical Basis for Employment-Oriented College English Teaching Reform

Employment orientation refers to the rapid development of education in colleges and universities where job market demand is strong. That is, the type of education and its professional design must meet the needs of society and the market; for some of the needs in the market to shrink, even the market For majors that are no longer needed, the school should carry out appropriate monitoring and management, reduce the number of enrollment of majors with small market demand, expand the number of enrollment of majors with increased market demand, and increase the number of majors that are currently not available in the market. Therefore, in this sense, employment orientation is the core of colleges' educational development that takes employment as their core. According to the needs of the market and society, according to the direction of employment, they set up majors and even their courses. In short, it is the teaching of their schools. Activities should be organized according to the needs of employment. After colleges and universities have established an employment-oriented curriculum education system, in the teaching system and management system that integrates enrollment, teaching, management, and employment, students will always experience the feeling of employment in their daily study; after employment, they will also Will recall the learning experience in class. During the undergraduate teaching period, students have enough time to study their own professional knowledge, and from establishing a vague employment direction to finding an ideal employment project. In this process, under the guidance of the employment direction, English learning is targeted and taught in accordance with their aptitude. , Will increase students' interest in learning and improve learning efficiency.

Among the more than 1,000 universities in my country, some universities are positioned as scientific research universities, and some are positioned as basic research universities. In basic research universities, the source of students is abundant, and most students graduate directly from employment. In the education and teaching arrangements for these students, it is inevitable to learn basic knowledge to learn professional application knowledge. In the process of learning college English, professional and employment directions are used as guidance, and the content of college English study or supplementary content is formulated according to the employment direction. , In terms of employment, to improve the comprehensive core competence of employment, foreign language proficiency and the ability to apply foreign language become bright spots in the process of employment, and promote the smoothness of employment channels.

4. Employment-Oriented Reform Strategies for College Public English Teaching

At present, some colleges and universities pay more attention to the teaching of professional knowledge, but ignore the comprehensive training of students' employability. This has not helped graduates to stand out in the current fierce professional competition. Therefore, taking the employment of students as the fundamental starting point, it is necessary to improve employment competitiveness. It must be done. This requires us to do: First of all, we must take the employment of students as the starting point, emphasize the learning of English knowledge and basic skills training, and emphasize the cultivation of comprehensive English application skills such as listening, speaking, reading, writing and translation. We must gradually strengthen the management of the future the learning of vocational English materials and documents will improve students' practical ability. Moreover, in teaching, we should closely integrate the current professional training goals and the company's needs for the basic professional qualities of talents, with ability training as the main line of teaching, focusing on strengthening the training of English application skills for professional positions. At the same time, it strives to achieve a comprehensive and coordinated development of knowledge, abilities and professional qualities, and effectively cultivate students' very solid working ability. Secondly, it is necessary to create a multi-faceted English learning environment and atmosphere, and to continuously carry out a wealth of English learning activities both inside and outside the class. The school should use modern teaching methods to simulate the language environment and organize teaching practice. At the same time, the school should practice in a real English application environment and integrate theory with practice. In addition, we must also pay full attention to the cultivation of students' lifelong English learning ability, continuously guide students to improve their learning methods, and gradually form good self-study habits and abilities, so that students can show flexibility and coordination in the fierce employment competition in the future. adaptability. Finally, colleges and universities should systematically run through some English job hunting skills training and healthy mental guidance before employment. To enable students to learn correct English resume writing and some proficient oral English communication skills, so that they can learn some of the most basic social etiquette. Colleges and universities should also educate students to have excellent professional ethics and enable them to have successful job hunting ability in employment.

At present, it is necessary to highlight the characteristics of practical teaching in college education, emphasize that professional teaching must be practiced, regularly organize students to practice skills, and organize and implement teaching on the spot, so as to comprehensively improve students' practical ability, and finally achieve college graduation The high employment rate of students. In recent years, we have also seen that many universities have gradually explored the mode of order-based talent training, and have achieved certain results. Such practical application also provides a certain reference for the teaching practice of public English in colleges and universities. Therefore, in employment practice, the employment authorities of colleges and universities should sign talent training contracts with social and government enterprises and institutions that are related to the school's major and have certain foreign affairs business in a timely manner, and establish a training base to complete this through such school-enterprise collaboration. teaching plan. When setting up training courses for public English teaching in colleges and

universities, teachers should lead students to enterprises for on-site visits, and fully participate in the training of corporate positions, so that students can gradually apply and solve problems in actual work positions. Therefore, public English classrooms in colleges and universities are not just a place for higher education teaching. Only when college students go out of the classroom and enter the society can they move smoothly to their future jobs.

According to the goal of higher education training, the teaching of public English in colleges and universities should be centered on quality teaching. Therefore, the focus of teaching should be on cultivating students' practical ability to use English. For teachers and students, the relationship between the English test and the learning of English skills must be properly handled, and the education department should prevent the negative impact of one-sided emphasis on the English test. The English test is used as an assessment method of English learning effect. In the final assessment, the score can be used as the final score of the English course to count the entrance points. If some students can obtain the corresponding English level certificate before completing the course, they can end the course early, but at the same time, they should actively encourage students to continue to improve their English listening, speaking, reading, writing and translation skills so that students can learn English. The ability is developed to a higher level, and the corresponding achievements obtained are assessed and rewarded. This way, on the one hand, it can greatly inspire the motivation of students to learn and cultivate higher-level English-skilled talents. On the other hand, it can effectively avoid exams becoming the only goal of college English teaching.

5. Conclusion

In order to meet the market demand and deliver the corresponding talents to the market, college education must greatly improve the overall quality of students in the process of education, so that they not only have excellent professional skills, but also have a solid basic English. Knowledge and the corresponding working ability in English can enable him to conduct basic English conversations; in his professional field, he can be more proficient in using English as a tool to carry out different business activities, for example, he can read and understand English materials and instructions. Handling and drafting relatively simple English correspondence, etc. The teaching results of English teaching in colleges and universities should increase the weight of students in the process of employment and improve their core competence in employment. The success of English teaching in colleges and universities lies in not allowing English to become a stumbling block on the path of employment for students, and English proficiency must help students on the path to employment.

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