

Research on the Countermeasures for Improving the Effectiveness of English Teaching in Higher Vocational Colleges under the Concept of Student-oriented Education

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Abstract: Education should change from teacher-oriented to student-oriented. That is to change the education designed for teachers' good teaching to that designed for students' interest in learning, so as to realize students' active, lively and healthy development. The student-oriented education is a new educational idea, which can make educators fully realize the true meaning of education in the practice of student-oriented education, enjoy the fun of education and the magic of students' life strength, and get good development. This paper first expounds the core idea of student-oriented education, then analyzes the significance of student-oriented education to higher vocational English teaching, and analyzes the current situation and existing problems of English teaching in higher vocational colleges. Finally, this paper tries to explore the countermeasures of improving the effectiveness of English teaching in higher vocational colleges under the concept of student-oriented education.

1. Introduction

There are many literatures on the effectiveness of English class under the concept of student-oriented education. Yafen Cao (2015) pointed out that the concept of student-oriented education is one of the more popular new educational concepts today. The idea is designed mainly around "how students learn" to fully tap students' learning potential and stimulates students' enthusiasm for learning. To improve the effectiveness of secondary vocational English teaching has a positive role in promoting. Linlin Zhu and Xiaolei Sun (2015) pointed out that the promotion of student-oriented education puts forward new requirements for traditional teaching mode and a severe challenge for English teachers. English teachers need to strengthen effective teaching in order to improve the effectiveness of English classes. Lin Luo (2017) pointed out that in order to improve the effectiveness of English teaching in higher vocational colleges, English teaching needs to be adjusted in terms of teaching concepts, popular concepts, teaching environment, teachers' strength and students' situation, and to achieve the goal of training talents in line with the needs of society. The existing literature focuses on the effective construction paths of English classroom. This paper is mainly about the countermeasures for improving the effectiveness of English teaching in higher vocational colleges under the concept of student-oriented education

2. The core thought of the concept of student-oriented education

The concept of student-oriented education is based on "all for the students, highly respected students, fully dependent on students" for the purpose of education. The idea of student-oriented education points out that education is a kind of education that is really student-oriented and designed for students. The core idea of student-oriented education is to learn first and teach later, so as to achieve the goal of teaching without teaching. The core idea of the concept of student-oriented education is that education should highlight the main position of students, proceed from the needs of students' development, make students' personality public; body and mind can take the initiative, and develop in an all-round and sustainable way.

3. The significance of the concept of student-oriented education to English teaching in higher vocational colleges

The ideal of student-oriented education is helpful to guide English teachers in higher vocational colleges to construct efficient English classes, to achieve the goal of English teaching, to obtain solid basic knowledge, basic skills, and to enable students to experience fully, to fully experience the English learning process, adhering to the idea of student-oriented education in English classroom is beneficial to the implementation of efficient classroom model in higher vocational colleges, which can promote the effective cooperative learning in English classroom and lead the reform of English classroom in higher vocational colleges.

4. The current situation and existing problems of English Teaching in higher vocational colleges

At present, teachers have spent a lot of energy in preparing materials and organizing teaching activities in English teaching in higher vocational colleges. However, students' participation in the classroom is low, and students' main position in English classroom teaching activities is lacking. It inevitably affects students' English knowledge accumulation, which is not conducive to the improvement of students' English expression skills. The higher input of English teaching in higher vocational colleges' results in lower teaching efficiency, and the effectiveness of the classroom need to be improved.

4.1 English teachers' questions lack effectiveness

English teachers in higher vocational colleges often use some superficial questions or questions that can be answered directly, and most of these questions are lack of scientific and researchable nature. Such questions must be time-consuming and inefficient. English classroom teaching time in higher vocational colleges is wasted in students' blind answers. The language of English teachers in higher vocational colleges is not refined enough, and the questions are not clear, which results in students thinking disorderly and invalid thinking, which affects the efficiency of classroom teaching.

4.2 Classroom activity lacks effective design

The task design of English classroom activities in higher vocational colleges is either simple or not operable or scientific. The classroom activities are in the pursuit of quantity and the neglect quality, which is in the lack of refinement of the content of activities and the lack of in-depth exploration, often seen this phenomenon in the English group inquiry, which stays on the surface of the excitement too much.

4.3 Students cannot grasp the degree of inquiry in classroom

English teachers in higher vocational colleges have unclear instructions on student activities and individual students have nothing to do, resulting in a waste of classroom time. However, many students do not follow the requirements and rules, and do not know how to operate in the inquiry of English classroom in higher vocational colleges. Sometimes, individual students in the group take on the whole task of exploring the group and become the protagonist of the group, and some students are just a bystander in the group, which did not really receive independence, cooperation, the effectiveness of inquiry.

4.4 The rhythm of classroom teaching is loose

We can see that some teachers are turning back and forth in teaching circumstances, teaching activities are loose, and students in a class do not have much valuable language knowledge in English classroom teaching in higher vocational colleges. These English teachers do not check whether their teaching is wrong and spend it in a loose, messy classroom. Instead, the teachers have complains about the large capacity of teaching materials, tight class hours, not enough time.

4.5 The phenomenon of violating people-oriented principle is widespread.

Teachers teach in higher vocational English classes based on textbooks. Some teachers pay too much attention to teaching materials; always think that the content of teaching materials is the content of classroom teaching. Take the teaching plan as the basis. Some teachers rely too much on teaching plan in class, organize teaching strictly according to the procedure of teaching plan, try their best to bring students' thinking into the track of their teaching plan, so as to ensure the smooth progress of classroom teaching and finish the teaching task on time.

4.6 English classroom teaching is in lacks of interaction

The present classroom teaching advocates teachers and students to participate together, so we should establish a new type of teacher-student relationship which is interactive, democratic, harmonious and teaching mutually. And some of our teachers always focus on their own teaching in the classroom, cannot find or not good at finding interactive points, do not have interactive effects. We often use the way of asking and answering, teachers blindly "ask" students, students answer like flow, but our teachers cannot guide students "ask" teachers in time, students mutual "ask", resulting in it is difficult to form an interactive situation.

5. Countermeasures for improving the effectiveness of English teaching in higher vocational colleges under the concept of student-oriented education

Under the concept of student-oriented education, it is necessary to persist in the improvement of the effectiveness of English teaching in higher vocational education, highlighting students and improve students' subjectivity, highlighting learning and strengthen students' self-regulated learning, highlighting cooperation and pay attention to the construction of learning team, highlighting inquiry and guide students to experience learning.

5.1 Highlighting students and improve students' subjectivity

Student-oriented education should give students motivation to learn and change students from "Teachers want me to learn" to "Students want to learn". it is necessary to emphasize the student-centered, let the students take the initiative to learn English knowledge, and strengthen the reading of English knowledge before class in order to strengthen the teaching design in the process of English teaching in higher vocational colleges. For students to arrange "pre-homework" of English courses, it is necessary to enhance students' pre-thinking, stimulate students' interest in learning and internal needs, stimulate students' passion for English learning, and then adjust their own English learning methods, to form a master of English learning.

5.2 Highlighting learning and strengthen students' self-regulated learning

Under the concept of student-oriented education, English teachers in higher vocational colleges should not emphasize "teaching", but should stress "learning", change the classroom model, highlight students' initiative in learning, and make students willing and active to learn. Students actively participate in the teaching process, plan the content and form of learning, participate in the planning of classroom activities, improve students' learning spirit and improve their learning state in English classroom. And then improve the students' spirit of independent learning English.

5.3 Highlighting cooperation and pay attention to the construction of learning team

Students are back-to-back and can neither develop their personality nor cultivate their team spirit in the traditional English classroom in higher vocational colleges. Under the concept of student-oriented education, English teachers in higher vocational colleges should adjust the students' seating method and set up a regular discussion group for after-class discussion. Random learning groups are set up in class to interact face to face, actively cooperate with other individuals, and emphasize team cooperation and communication in the process of learning. After class, we set up a mutual help group for English learning, so that the top students, the middle students and the students with learning difficulties can interact positively, help each other, enhance the ability of

cooperation among the members of the group, and stimulate the students with learning difficulties to have a sense of competition. As a result, the overall ability of the members of the group has been improved.

5.4 Highlighting inquiry and guide students to experience learning

The classroom under the concept of student-oriented in higher vocational colleges should not be filled with teachers. It is necessary to construct the classroom of inquiry, to encourage the interaction between teachers and students, to communicate between students and students, to emphasize the openness of English classroom, and to use drama dialogue, situational drama, brainstorming, group discussion, role-playing, etc., to discuss the problems and knowledge in English learning, so that students can discuss and experience the English learning process, and be good at summing up and summing up the knowledge points of English learning.

6. Conclusion

In a word, effective English classroom teaching in higher vocational colleges is the process of giving consideration to the teaching of knowledge, the exchange of emotion, the cultivation of wisdom and the shaping of personality. We should carry out the idea of student-oriented education and construct a real student-oriented education in this process. The course model designed for students' interest in English learning, changing the methods, using the tools and adjusting models in English classroom in higher vocational colleges are all centered on students, highly respecting students in class, and the improvement of curriculum effectiveness depends on students in an all-round way and pays attention to students' self-exploration. Self-discovery and self-experience ultimately contribute to the realization of the teaching objectives of English courses in higher vocational colleges.

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