

Work Process Oriented Curriculum Development Path

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Abstract: Learner autonomy has become a hot topic in the field of foreign language teaching in China. It is necessary to cultivate college students' autonomous learning ability in English. Strengthening the construction of vocational competence-oriented English curriculum is the inherent requirement of college education and the basic work of English teaching. It is argued that educators should pay attention to learners' emotional attitudes in the process of autonomous learning, and that cognitive strategy training, especially metacognitive strategy training, is a key factor in the successful construction of College English autonomous learning ability training model. Work-process-oriented curriculum development has become the mainstream direction of curriculum reform in Higher Vocational Education nowadays. Learners can consciously and actively study, change the unreasonable learning methods or methods before, and achieve better learning results. Students have a strong interest in learning English, can truly stimulate the cultivation of students' independent learning ability, take the work process as the guide, develop the university business English curriculum system according to the order of work process, promote the university business English teaching, train and improve students Comprehensive professional ability has great practical significance.

1. Introduction

With China's entry into WTO and the decentralization of the state's foreign trade management power, the number of foreign trade enterprises has greatly increased in recent years, and the international business activities of foreign trade enterprises have become more frequent [1]. The work-process-oriented theory is the educational idea put forward in view of the disadvantage of the separation of the traditional vocational education and the real working world in our country [2]. Let the students take the initiative to find their own way to acquire the knowledge they want to learn English. Self-regulated learning will be the development direction of English teaching reform. The formation of individualized ways of learning English also marks the new characteristics of English teaching mode [3]. Cultivating students' self-learning ability has been listed as an important goal of college English teaching in China. Teachers should have the ability to manage and control their own learning by cultivating students' learning autonomy and learning strategy guidance in the teaching process [4]. A student-centered curriculum. It emphasizes the latest knowledge, skills and techniques that are integrated into the practical actions that are mastered by the formation of students' direct experiences [5].

Effective management of their own learning time can actively create an environment conducive to learning, can be aware of the learning results and can evaluate the learning results [6]. Its purpose is to cultivate students' good consciousness of active learning, teach students the methods of learning, and let students learn from "learning" to "learning". Employment-oriented and improving employment rate are the core goals of University education. In order to achieve this goal, university education should establish the development teaching concept of "industry-based learning" and build a student-centered teaching model [7]. An important sign of the successful reform of teaching mode is the formation of students' individualized learning methods and the development of students' autonomous learning ability. Student-centered, curriculum for each student, focusing on students in the course of action generated by the rich and varied learning experience and personalized creation [8]. However, the shortcomings of the traditional teaching model and the fact that the self-learning ability of college students are not optimistic put forward a requirement for us to explore new ways

to cultivate students' independent learning ability. It is an important part of further developing and continuing the English ability of students to convert the purpose of learning English from examination to use [9]. The goal of the curriculum to be closely integrated with the student's motivation for learning is also achieved through specific courses. Put the cultivation of students' self-learning ability in the first place, and teach students to improve their cognitive ability and lifelong learning ability with the constant changes of information and environment [10].

2. The Necessity of Cultivating College Students' English Self-regulated Learning Ability

2.1 The Theoretical Basis of Self-regulated Learning and the Cultivation of Self-regulated Learning Ability

The aim of College English teaching is to cultivate students' comprehensive English application ability and cultural accomplishment, so that they can use English effectively to communicate oral and written information in their future work and social interaction. Work-process-oriented curriculum development is a process from the action field of vocational work to the learning field and finally to the learning situation (Figure 1). It adopts flexible “contextualization” and “situational” teaching forms. We should implement the integration strategy in class and strengthen the practice of real context and simulated scene. The teaching place is transformed from the traditional single-function classroom to the multi-function integrated “simulation” or “all-true” workplace. Self-regulated learning is not a closed-door vehicle, it needs to consult with others and exchange information. Teachers can guide and help students to set up groups in this link. On the one hand, students' personality characteristics should be taken into account. On the other hand, students' learning level should be taken into account to make the groups operate more effectively. In the implementation of the curriculum teaching, we must fully consider the organic combination of the characteristics of the work process and the characteristics of the teaching process, and organize the teaching process based on the work process. Guide students to develop learning objectives and study plan management and monitor their own learning, help students to achieve short-term goals and long-term goals step by step, turn their interest in English into a driving force for learning, and make them realize that they should cope with their own learning Be responsible for.

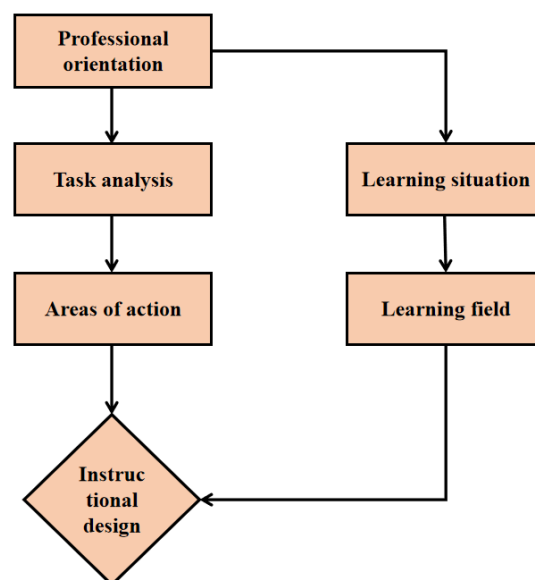


Fig.1. Work Process Oriented Curriculum Development Path

2.2 The Way of English Course Construction with Work Guide

The intrinsic mechanism of autonomous learning includes students' correct learning outlook, clear learning purpose, effective learning methods and learning strategies, and strong cognitive ability. Through the research, the effectiveness of autonomous learning lies in the organic combination and

positive interaction between teachers' guidance and students' autonomy. Vocational analysis as a starting point is much better than the subject system as a starting point, but its limitation is that the combination of language skills and business skills can not provide students with work experience and work process knowledge in line with the law of career growth. Teachers need to change their thinking and improve their teaching methods. Students should also change their thinking and learning methods. Due to the relatively weak constraints and limitations of network multimedia teaching on students, this new teaching mode poses greater challenges to some students with limited self-control. Try to reform the English textbooks. The goal of the update is to strengthen the orientation of professional technology, different professions, and adapt existing textbooks to basic and professional parts or to write corresponding professional English textbooks according to the characteristics of different professions. The learning situation is the embodiment and expression of the curriculum in the field of study, and several learning situations constitute the field of study. For the field of study, it is ultimately necessary to learn the situation to enable students to master the knowledge and work process ability.

The development of Vocational English curriculum should be based on the complete career analysis of vocational work process, and then design and arrange learning content and curriculum sequence according to the actual work tasks and work process of enterprises. Project-oriented teaching not only exercises their teamwork ability, but also improves students' mutual understanding, complementarity and common progress by learning and communicating with each other in the process of completing a task together. According to the needs of professional posts, English professional communication, reading and daily English training are carried out in order to form the integration of knowledge and skills of College English curriculum. The purpose of designing situational dialogues is to create problem situations related to texts, thus arousing students' initiative in learning and initiative in exploring independently. Teachers need to help students transform extrinsic motivation into intrinsic motivation. Providing suitable context for learners and considering where they are after graduation is bilingual teaching. The English learning is closely related to the needs of the learners' individual needs after graduation, so as to stimulate their learning motivation to achieve the purpose of talent cultivation. In the simulation or all-real work environment, the foreign language knowledge is transformed into communicative competence, so that students can master foreign language skills in the process of completing work tasks, so that students can do middle school and learn, and the process of work is the process of cognition. The brain is used together, which is consistent with cognitive rules.

3. Factors Influencing College Students' English Autonomous Learning Ability

3.1 Emphasize the students' active play

In the main steps of work process-oriented curriculum development, the process of social investigation and analysis is from social occupation to work field to work task to work process. Such as multimedia-assisted teaching, network teaching, English radio, English corner, English interest in recitation contest, speech contest, debate contest and English evening party, etc. In this way, students will form a strong desire and motivation for learning, and their awareness of learning autonomy will gradually increase. Choose learning methods and skills; monitor the learning process, such as rhythm, time, location; and evaluate their learning effects. Based on students' differences, the concept of quality teaching makes college English curriculum construction more effective. In the planning phase, learners determine their goals and decide on the steps to achieve them. In the monitoring phase, language learners act as observers and supervisors for their own learning. In the evaluation phase, learners evaluate the results of using a certain strategy. The premise of teacher-led is that students can actively recognize, self-develop and self-construct knowledge. Secondly, the student self-learning here is incomplete self-learning relative to the teacher's guidance. It is not completely free learning. Therefore, in the context of autonomous learning, teachers must have a large amount of knowledge reserves in order to enable teachers to better help students. In addition, the students' personalities are different, and the teacher's guidance methods should be different.

3.2 College Students Should Establish the Learning Idea of Lifelong Education

In specific teaching activities, teachers should be good at putting forward some problems that are slightly higher than students' current level according to students' cognitive characteristics at different levels and the content of teaching materials. Organizing group discussions among students to encourage questioning, innovation and problem solving can further strengthen their intrinsic motivation. The training should focus on the cultivation of professional practical wisdom, the combination of English skill training and professional ethics, so as to realize the scientific and healthy development of College English and find effective solutions to the obstacles and difficulties in the development of English vocational courses. Provide more opportunities for students to train their strategies comprehensively. The aim is to enable students to use various strategies comprehensively and improve their cognitive level as a whole. Teachers create an independent learning environment for students, and guide students to build their understanding of the surrounding world through independent learning ability, including classroom teaching heuristic explanation and teaching, guiding students to think and explore independently, and each student in language output and practice. Kind of interaction. According to the process of work process-oriented curriculum development, there are two transformations in these two fields, namely, the transition from the form of professional activities to the form of school curriculum and the transformation from the form of school curriculum to the form of professional activities. Courses in the field of study are no longer just simple tools for teaching English and business expertise, but a tool for students to learn how to work in a formal international business workplace. After the multi-integration of English knowledge and professional knowledge, the school's English teaching will be formed under the guidance of the theory of work process-oriented, and the course teaching system featuring application and function.

Gradually guide students to transform external motivation into intrinsic motivation, and constantly stimulate external motivation, so that external motivation and intrinsic motivation are combined, in order to effectively promote and maintain students' interest and attitude in learning. In practice, the long-term teaching goal of humanistic syllabus is to give learners humanistic concern, and its short-term goal is to cultivate learners' autonomous learning ability. Correct learning motivation is not spontaneous, we need to motivate and cultivate it purposefully and systematically. The concept of integrated competence is a competency view that combines general quality with individual's occupational position or work situation. This concept of competence defines competence from the perspective of occupational role integration, which conforms to the trend of social and economic development and occupational post differentiation. It emphasizes the thinking, feedback and analysis of the learning process. The evaluation criteria of curriculum are pluralistic, and the process and result of action are open. Develop comprehensive learning motivation. Taking "student life development" as the core, it fully satisfies the students' individual development needs, deeply understands the students' emotional world, and actively guides students to actively explore the unknown world and stimulate their interest and motivation for independent learning. Carefully arrange various activities that imitate real-life scenarios, increase classroom capacity, introduce society into the classroom, and extend the classroom to the society so that students can learn language in the use of language, in groups and in communication, and effectively achieve communication and application the purpose of the ability.

4. Conclusion

This paper studies how to optimize the work-oriented cultivation of College English autonomous learning ability. We should change our concepts, take students as the center, help students develop the habit of autonomous learning and the ability of continuing English learning, and link the curriculum objectives of English class with the cultivation of students' professional ability and professional quality. Reform the traditional teaching mode and method, and clearly point out that the teaching goal of College English is to cultivate students' comprehensive English application ability and comprehensive cultural accomplishment. Under the guidance of teachers, we should

gradually cultivate students' autonomous learning ability and train students in psychology and skills to improve their autonomous learning ability. Guided by the actual work process, the curriculum system constructed with the typical work tasks as the core of the course will be able to train the application-oriented talents that are recognized by the society and can quickly adapt to the needs of the post, so as to realize the talents of college English education faster and better. Training objectives. It greatly motivates students to learn the autonomy and enthusiasm of foreign languages, and helps students to better master the professional foreign language work ability and grow into the foreign language talents needed by the industry. The premise of realizing self-directed learning is to clarify the self-the role of students and teachers in the autonomous learning mode. In the process of cultivating students' cognitive strategies, teachers must be people-oriented.

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