

Research on the Development Goals and Approaches of English Teachers in Higher Vocational Colleges Based on Needs Analysis

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Abstract: The current English teaching in higher vocational colleges does not fully consider the differences between different majors and students' learning needs, and can not meet the needs of social development for Higher Vocational talents. The informationization of social life and the globalization of economy make English more and more important. For education, students' growth is the goal and teachers' development is the guarantee. The professionalization of teachers in basic education in China has attracted extensive attention. However, the professional development of teachers in Colleges and universities is not enough, either in terms of national and school policies, or in terms of scholars' research and teachers' own attention. The development of teachers provides conditions for the continuous development of students. Higher vocational colleges must establish a teacher evaluation system with the goal of promoting the professional development of teachers and the main content of teacher professional development. Based on the perspective of needs analysis, this paper analyzes the problems existing in English teaching in higher vocational colleges under the background of social needs, and discusses the development goals and approaches of English teachers in higher vocational colleges.

1. Introduction

With the accelerated pace of economic globalization and increasingly frequent international exchange activities, English, as a necessary skill in the workplace, plays an increasingly important role. The society also has more and more demand for professional talents with high English proficiency [1]. The informatization of social life and the globalization of economy make English more and more important. For education, the growth of students is the goal and the development of teachers is the guarantee. As the most important information carrier, English has become one of the most widely used languages in all fields of human life. With the diversification of specialty setting and the expansion of school scale in higher vocational colleges, the educational quality of higher vocational education also shows a downward trend [2]. The professionalization of basic education teachers in China has attracted extensive attention, and the professional development of college teachers is not enough from the national and school policy level, or from the scholars' research and the teachers themselves [3]. Higher vocational English teachers should conduct comprehensive and detailed needs analysis, better understand social needs and student needs, and focus on cultivating students' English application ability and professional ability [4].

To achieve the educational characteristics and talent training objectives of higher vocational colleges, corresponding industry English courses should be introduced according to different majors [5]. The opening of the industry English course provides a broad space for development for industry English teachers, and the development of industry English teachers provides a strong talent support for the development of industry English. The two complement each other [6]. With the continuous deepening of foreign language teaching reform in higher vocational education, people are increasingly aware of the importance and necessity of cultivating students' English application ability. There are many reasons for restricting the quality improvement and development of higher vocational education. However, the most important problem at present is that most vocational colleges lack high-quality teachers with high vocational characteristics [7]. Teacher development refers to the continuous development process of a teacher who is a social professional talent from a student receiving ordinary university education to a new teacher and experienced teacher, and then

to a practical educator [8]. Based on the perspective of needs analysis, this paper analyzes the problems existing in English teaching in higher vocational colleges under the background of social needs, and discusses the development goals and approaches of English teachers in higher vocational colleges.

2. The Development Goals of Professional English Teachers in Higher Vocational Colleges

With the reform and development of English teaching in higher vocational colleges, English teaching in higher vocational colleges has been explored and innovated in the construction of teaching materials, the construction of teaching staff, the reform of teaching modes and the innovation of teaching contents. The development of professional English teachers in higher vocational colleges should design and adjust their development goals according to the needs of the development of the profession and seek ways that are conducive to their own development. College English in higher vocational colleges is mainly college public English, which is a required course for all professional universities. It belongs to basic English teaching and focuses on cultivating students' English reading and writing ability and improving English test level. Cooperative teaching between professional English teachers and professional teachers is of great value. Usually, the difficulty students encounter is not simply lack of professional knowledge or English skills, but cannot organically combine the two. The English textbooks in higher vocational colleges are not systematic, scientific and pertinent, and their practicality is not strong. The theoretical research and discussion are relatively lagging behind, and they are far from being able to adapt to the needs of the development of the situation.

In order to improve the time of students' internship practice and to compress college English classes, some vocational colleges have marginalized college English teaching and do not pay attention to cultivating students' workplace ability and professional English ability. The overall relationship between the three-dimensionality of the teaching process and the relationship between the three-dimensionality and the learning effect assumes that the pattern fits the observation data. The path coefficients of the path model are significant. Figure 1 is a path analysis model for the construction of effective classroom environment in college English and the effect of learning.

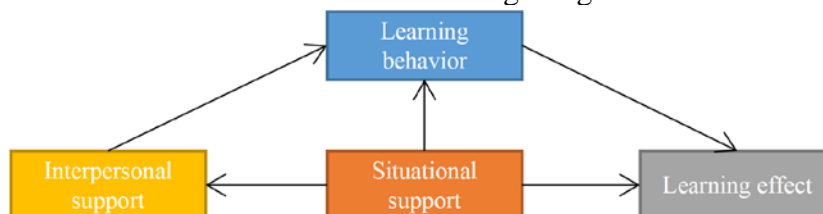


Fig.1. Path analysis model

The model based on the cooperation between industry English teachers and professional teachers is the most effective industry English teaching model. The professional development of English teachers in higher vocational colleges not only has the commonality of the professional development of ordinary teachers, but also has its own characteristics. Because of the expansion of enrollment in higher vocational colleges, the number of students has increased dramatically, the quality of students has been uneven, and the two-level differentiation has been serious, which has brought certain challenges to vocational English teaching. Higher vocational English should constantly enrich its professional knowledge and constantly improve its teaching level [9]. For most young English teachers who graduate from non-normal universities, there is a lack of knowledge in other fields, especially those related to education, besides professional foreign language knowledge. The strengthening of College English teachers' awareness of professional development is a prerequisite for strengthening the construction of teaching staff and improving the level of teachers' professionalization. Higher vocational English teachers should be student-centered and fully understand students' learning and psychological needs. Strengthen the emotional communication with students, strengthen the interaction between teachers and students, fully mobilize students' learning interest and enthusiasm.

3. Approaches to English Teachers' Professional Development

3.1 Innovation of Teachers' Knowledge Base

The choice of English teaching content in higher vocational colleges should be practical, purposeful and targeted, focusing on the cultivation of basic English ability and communicative competence in the workplace. Professional English teachers should adjust their mentality and create a good atmosphere for both competition and cooperation. Higher vocational English teaching should improve the traditional English cramming teaching method and improve the pertinence and practicability of teaching. Professional English teachers need to have modern teaching concepts and be able to cultivate students' innovative consciousness, creative ability and other corresponding vocational skills in the teaching of the profession. Reform the teaching form, introduce computer multimedia technology, pay attention to situational teaching form, simulate the real workplace language environment, make the teaching environment more real and three-dimensional. Students need to understand their learning process from the perspectives of language and professional knowledge. Feedback from professional English teachers and professional teachers will help students formulate their next learning plan. For teachers, due to their leading role in the teaching process, they must undertake the dual task of creating and reconstructing the teaching environment and learning environment.

Classroom environment refers to students' perception of classroom physical environment, social environment and psychological atmosphere, which lies between teachers' behavior and learning effect and becomes an important potential factor that determines learning effect and affects students' cognitive and emotional development. Individual explanatory data from three dimensions of effective classroom environment show that learning behavior and situational support have significant explanatory power on learning effect. However, the data show that the interpersonal support coefficient is not significant. As shown in Table 1.

Table 1 Estimated results of three-dimensional learning effects in effective classroom environment

Constant	Standard error	Standard coefficient
Learning behavior	1.312	0.520
Interpersonal support	0.075	0.039
Scenario support	0.016	0.103
learning result	0.021	0.043

Teacher development is the process of continuous internalization of knowledge and skills acquired by teachers for externalization. It is a process in which teachers develop and grow in terms of intelligence, skills, experience and teaching attitudes. In order to better integrate basic English and professional English, vocational English teachers should discuss with professional teachers to consider the existing English foundation of students based on their full understanding of students' current needs and social needs. Colleagues' mutual assistance and observation can fully meet the professional development needs of vocational English teachers in vocational colleges in different periods, promote the sincere cooperation among colleagues, and truly form a learning team [10]. With the development of market economy, there is a certain crisis in teachers' professional ethics. Individual teachers in higher vocational colleges are weak in career, responsibility and enterprising consciousness. It is very important for teachers' professional development to study the teaching environment in depth. It is a necessary way for teachers to optimize the process of teaching activities and improve teaching efficiency. Due to the cultural diversity, the richness of knowledge structure and the complexity of teaching objects, the development of College English teachers has its own unique personality.

3.2 To Form a Professional Learning Community

In order to improve the success rate of employment and the competitiveness of the workplace, college students are no longer satisfied with the basic knowledge of English. They hope to improve their English communicative competence and professional English competence while learning

professional knowledge and skills well. The extension form of colleague cooperation is foreign exchange. Vocational English teachers should often exchange their teaching experience with their counterparts outside the school. Reflective teaching is a process in which teachers constantly think and self-evaluate their teaching through action research in teaching practice. It is also a process in which teachers constantly strive to make themselves a lifelong learner. In the activities of observing and observing lessons, both the observers and the lecturers hold the good wish of learning from each other, promoting each other and solving the teaching problems together, and do not involve the interests of praise and derogation, reward and punishment. It has decision-making power and great influence on the selection of teaching materials and methods, the appointment of teaching staff, the organization and arrangement of teaching activities, students' homework and the distribution and use of school materials.

The qualities that college English teachers should possess, and teacher development requires college English teachers to have a clear understanding of the qualities they should possess first. After the implementation of the first phase of English listening and speaking teaching supported by information technology, a phase test should be conducted. The main content of the test is the three modules learned in this stage. The test results are used as the basis for evaluating the learning effect of students in this stage, as well as the basis for strategy adjustment in the second stage. The test results are shown in Figure 2.

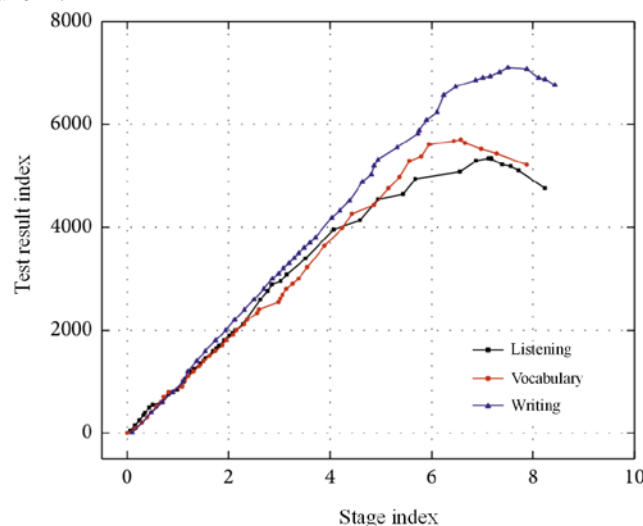


Fig.2. Comparison of written test scores of listening, vocabulary and writing

Effective teaching depends on the skills and values of the teachers themselves and the teacher's design and arrangement of the teaching. In the lectures, the teachers in the English teaching and research section found that in the classroom teaching based on the class and the class of the same department, the students had poor foundation and personal differences. Teachers should pay attention to students' emotional input, development of thinking ability, personality development and self-cultivation in the process of learning. It is necessary to focus on the development of students' abilities and on the autonomy of teachers. The mode of cooperation can be long-term and fixed. Teachers from both sides form pairs to determine teaching plans, compile teaching materials, and constantly explore and summarize effective learning programs in the long-term cooperation. Create a non-classroom teaching environment and atmosphere, and create a teacher-student interaction, student-student interaction of the active teaching situation. English teachers should have a good command of Chinese and language, a solid knowledge of English, British and American cultural background, intercultural communication, basic linguistic knowledge and foreign language teaching theory.

4. Conclusion

The current English teaching in higher vocational colleges does not fully consider the differences between different majors and students' learning needs, and can not meet the needs of social

development for Higher Vocational talents. Teachers' quality is the main factor affecting the quality of industry English teaching. The development of industry English teachers is a lifelong process of continuous growth. Teachers' construction of teaching environment and reconstruction of learning environment are actually carried out on the basis of a thorough study of the contents of textbooks. Teachers themselves should study modestly, update their knowledge in time, read academic magazines and books regularly, and improve their teaching, scientific research and practical ability. The development of teachers is a continuous, lifelong and dynamic process. The development of teachers provides conditions for the continuous development of students. Higher vocational colleges must establish a teacher evaluation system with the goal of promoting the professional development of teachers and the main content of teacher professional development. Higher vocational colleges should also improve the incentive and evaluation mechanism for professional English teachers' training and learning, establish personal training files for teachers, promote teachers' sustainable development, truly and effectively improve the quality of professional English teaching and meet the requirements of vocational education.

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