

Research on Bilingual Teaching of Automobiles and Other Related Majors in Colleges and Universities

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Abstract: By analyzing the current situation of bilingual teaching in colleges and universities in teaching materials, teacher ability, school management, etc., the objectives and methods of bilingual teaching are put forward, and the Beijing Electronic Technology Vocational College's attempts and achievements in this aspect are also demonstrated.

1. The Current status of bilingual teaching in colleges and universities

1.1 Teaching materials

Most of the schools currently implementing bilingual teaching use original textbooks imported from abroad. Compared with domestic textbooks, the original textbooks have many advantages: generally, more formal, English standard, clear expression, rich and novel content, large reading volume, strong readability, and can provide newer professional knowledge in this field. However, because the compilation system of foreign textbooks is very different from the current textbooks in China, the original textbooks do not meet the existing teaching requirements and practice in terms of content layout and depth of knowledge; and Chinese and foreign ways of thinking are different. The expression is also different from Chinese, which may make students feel extremely uncomfortable.

1.2 Teacher's ability

The implementation of bilingual teaching requires teachers not only to have a high level of professional knowledge, but also to have a wealth of English knowledge, especially in spoken English. However, from the current situation in China, there are still very few teachers who are fully qualified for bilingual teaching. Most bilingual teachers have poor oral English and it is difficult to clearly express professional content in English, so the teaching effect is poor. Some teachers have carefully prepared their own content in English, but it is difficult to deal with students' questions.

1.3 School management

From the perspective of school management, the degree of attention is not enough, and the financial, human, and policy support is insufficient. Many managers are unclear about what is truly bilingual teaching, and how it is effective and effective in its requirements, assessment, evaluation, faculty, literature, and communication with relevant institutions at home and abroad.

2. The goal of bilingual teaching

There are roughly three goals for bilingual teaching:

- (1) Knowledge objectives, that is, mastery of subject knowledge.
- (2) Language goal, in non-language subjects, the use of foreign language for the teaching of professional knowledge, so that students can read the foreign language materials of the subject, and can use oral language to communicate oral and written questions about the subject.
- (3) Thinking goals, while using the mother tongue and English for thinking, can be freely switched between the two languages according to the needs of the communication object and the

working environment. Among these three goals, the knowledge goal is the first. In the bilingual teaching, "teaching" is the priority, and its purpose is to learn professional knowledge. "Bilingual" can only be a "means" and a bridge to learn advanced scientific and technological knowledge. This must be distinguished from a professional foreign language class.

3. The basic method of carrying out effective bilingual teaching

Bilingual teaching in colleges and universities must make reasonable choices for the original textbooks. Investigate and study the use of textbooks of similar or similar subjects at home and abroad, conduct a thorough comparative analysis, and then select the appropriate teaching materials according to the actual English level of the students. At the same time, it is best to equip a Chinese translation as a reference book to ensure that the professional courses of students with poor English are not affected.

In addition to the level of English and professionalism, factors such as attitudes and motivations are also important in evaluating whether a teacher is a qualified bilingual teacher. At present, it is imperative to increase investment and improve the English level of teachers. The current situation of lack of bilingual teachers can be improved by organizing various English training courses, selecting some young and middle-aged teachers to go abroad for training, and making full use of the returnees.

The quality of bilingual teaching needs to be guaranteed, and a scientific teaching quality evaluation system needs to be established. The existing incentive mechanism in Chinese universities is difficult to mobilize the enthusiasm of teachers and students. A new evaluation mechanism and guiding mechanism should be formed to encourage students to diversify. The examination method should reflect the characteristics of bilingual teaching, and pay attention to the comprehensive quality of language, subject knowledge and other aspects. The teacher should decide the method of proposition, the method of examination and the basis of the score according to the syllabus, the teaching objectives, the actual language ability of the students, etc. (considering the proportion of professional knowledge scores and language ability scores, etc.). The integration of summative evaluation and process evaluation will enable students and teachers to demonstrate their efforts in the bilingual teaching process.

To do a good job in bilingual teaching, we must do a good job in the connection between college English teaching and bilingual teaching. In the stage of college English teaching (non-English major), students should be able to enhance their English listening and speaking skills. Due to the general lack of professional vocabulary, students should be encouraged to learn independently. Before class, you should be familiar with the professional vocabulary and idioms involved in this lesson, reduce the time for teachers to explain new words in the classroom, and use limited classroom teaching time for the explanation of professional knowledge. Bilingual teaching should not be limited to the classroom. Schools should pay attention to creating a campus atmosphere that is conducive to bilingual teaching. The school youth league committee and student union should actively carry out various English activities, open an English salon, hold an English speech contest, give full play to the role of school radio stations, audio-visual centers, and websites, and play English news, English movies, songs, and English-friendly learning. Some shows.

4. Beijing Polytechnic's attempt in bilingual teaching

Beijing Electronic Technology Vocational College is the first batch of independently established higher vocational colleges in the country. It is one of the 100 high vocational model schools in China. The school took the lead in launching high-end technical skills talents to train reform experiments, and is the vanguard of the capital vocational education.

In terms of international cooperation and exchanges, the school is open to education, with education authorities in 26 countries and regions including Germany, Britain, France, the United States, Canada, Japan, Italy, New Zealand, South Korea and Finland, and more than 100 schools, enterprises and institutions. Conduct various forms of communication and cooperation. In

cooperation with Germany and the United Kingdom, the Sino-German Vocational Skills Training Center, the British Automobile Industry Association Professional Qualification Center, the Caier Industrial Cutting Technology China Training Center, the German Automotive Professional Technology Association Beijing Automotive College and the Electronic Information Technology Testing Center had built up an international vocational education and training platform based on modern manufacturing.

The introduction of international professional qualification certification and training programs such as IMI and IHK has established a new international talent training standard and curriculum system for numerical control technology, automobile technology and maintenance, and formed a five-in-one action-oriented talent training model. In recent years, more than 30 batches of 230 teachers have been sent abroad for training, more than 200 students have gone abroad to receive vocational education; foreign teachers have been hired to teach at the university; more than 20 foreign courses and textbooks have been introduced. The school cooperates with Daimler, Mercedes-Benz, Citroen, BMW, SMC and other internationally renowned companies to develop high-skilled talents with advanced concepts and technologies. The school received 176 groups from 18 countries and regions and more than 1,000 visitors, which expanded the school's popularity and influence. At the same time, in the school teachers and students continue to carry out "outside learning experience sharing classroom", "Young Teacher English Salon" and other activities to promote campus international cultural construction from various aspects.

5. Prospects

Bilingual teaching is a complex systematic project that uses two languages as the medium of instruction. Its goal is to enable students to learn English as a language of communication, strengthen and improve their English application ability, and enable them to use the English language. Master the professional knowledge you have learned and develop the habit of thinking in English. We must fully learn from the successful experience of foreign bilingual teaching, and constantly think about exploring a bilingual teaching model suitable for China's national conditions. It is necessary to recognize the far-reaching significance of bilingual teaching, but also pay attention to the arduousness of implementing this project, and should not put forward any unrealistic requirements for bilingual teaching. Bilingual teaching will promote the reform of college teaching in China, accelerate the internationalization of education in China, and train more professionals who meet the requirements of the times.

Our college is guided by the automobile profession. It has a profound foundation and a long history. It has cooperated with many companies such as Mercedes-Benz and many foreign schools and institutions for many years. It has accumulated a lot of good experiences and found some common problems, so it is constantly accumulating. In the process of experience and practice teaching, solving these problems one by one is also the goal of all our teachers and students. Based on extensive research and combined with our own experience, we pay attention to students' classroom feedback, which can greatly help us improve the work of bilingual teaching.

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