

Reconstruction and Optimization of Oral English Teaching Materials in Vocational High Schools

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Abstract: As a language course, English is characterized by its instrumentality, which is different from most other disciplines. Learning English and using English for oral communication are not only the needs of society, but also an important requirement of quality education at present, and also reflect the trend of foreign language teaching reform. Communicative competence is an important part of comprehensive language application ability. However, in the current junior high school English textbooks, the oral teaching part is not set separately in the textbooks like the training of reading and writing skills, but only included in the sections. These oral expression problems not only seriously affect students' initiative and enthusiasm in learning English, but also are not conducive to - mobilizing students' learning passion and interest and improving students' Comprehensive English literacy, so that it is difficult to meet their needs for all-round development in the future. This paper expounds the teaching materials of oral English Teaching in vocational high school in detail.

1. Introduction

The existing English textbooks for vocational high schools can take the opportunity of "focusing on communication and highlighting expressiveness" in oral English teaching, and pay attention to the cultivation of students' comprehensive language skills [1]. As a language course, English is characterized by its instrumentality, which is different from most other disciplines. Learning English and using English for oral communication is not only the need of society, but also an important requirement of quality education at present, and it also reflects the trend of foreign language teaching reform [2]. Learning a language means learning the culture of the language has become the consensus of teachers and students, but the purpose of students' oral learning is still to improve their comprehensive language ability, while the emphasis on cultural acquisition is relatively weak, and students' cultural knowledge level is only in the middle and lower level, which still needs to be improved [3]. Oral communication ability is an important part of comprehensive language use ability, but in the current junior middle school English textbooks, the oral teaching part is not set up separately in the textbooks like reading and writing skills training, but only included in the plates [4].

Students' oral English expression is not satisfactory, showing many problems, such as disordered expression thinking, lack of coherence in expressing, improper use of grammar, etc. With the development of society and the deepening of reform and opening-up, social communication becomes more and more frequent, more and more daily and daily [6]. Both teachers and students speak English in class, which is one of the prominent features of English classroom teaching and an important symbol of excellent classroom teaching, and also the direction of improving English teaching in China [7]. As the most basic and convenient communication tool in social communication, "oral communication" is increasingly showing its irreplaceable important role, and has become a necessary ability for citizens in modern society [8]. Oral English classes are often tense, dull, serious and rigid. Students rarely have opportunities for language practice and communication. They are generally afraid of oral expression, and the phenomenon of "dumb English" is common [9]. In the teaching practice of integrated skills, many teachers simplify the task of speaking because they spend too much time dealing with the previous listening and writing links. These oral expression problems not only seriously affect students' initiative and enthusiasm in

learning English, but also are not conducive to - mobilizing students' learning passion and interest and improving students' Comprehensive English literacy, so that it is difficult to meet their needs for all-round development in the future.

2. Significance of the application of oral English communication teaching methods in vocational high schools

2.1. Cultivating vocational high school students' awareness of autonomous learning oral English

In the process of oral English teaching in vocational high schools, communicative teaching can effectively improve students' interest in autonomous learning of English. In the teaching process, teachers should correct the problems in the process of students' language expression according to the text resources and students' actual expression, so as to help students find out the existing problems in time. The application of communicative teaching method in oral English teaching can make students take oral English teaching as a breakthrough point, make students learn English in the process of communication, and make them realize the pleasure of oral English teaching. Teachers should give back students' learning initiative, encourage students to express and communicate boldly in the process of classroom teaching, so that they can fully release their learning potential and fully mobilize their subjective initiative in learning English. Carry out oral communication activities between teachers and students in the student-centered teaching content, turn the original mechanical and rigid teaching environment into a relaxed communication place, and cultivate the interest of vocational high school students in autonomous learning oral English.

2.2. Focus on training vocational high school students' oral English application level

In the process of communicative oral English teaching, vocational high school students will be clear about their English level and oral English mastery in the face of huge schoolwork pressure. Their limited energy will be difficult to cope with, and systematic English learning becomes unrealistic. Firstly, it is lack of understanding of the importance of "oral communication" teaching and training. Communicative teaching method uses its own characteristics to design a set of scientific oral learning and training methods in the face of the English level of vocational high school students, so that students can integrate into the communicative teaching environment, make students feel the joy and passion of learning, and oral English will be properly improved. It has been several years since the promulgation of the new curriculum standard. According to the investigation by many researchers, the teaching of "oral communication" has not been paid attention to by many teachers in their Chinese teaching practice. A Chinese teacher in a senior high school investigated 22 English teachers in senior one of 10 middle schools. Their treatment of oral communication units in the new textbook is shown in Table 1 below.

Table 1 Handling of oral communication units in new textbooks

Treatment method	Requirements for oral expression	Impromptu speech	Speech
Don't teach at all	10	5	3
Insufficient class hours	5	11	7
Deal with it in writing	7	6	12

Paying attention to cultivating students' oral communication ability is conducive to improving and balancing students' basic abilities, and it is also the urgent need of cultivating innovative talents in modern society. Faced with the reality that oral English training is insufficient and English level is not high in vocational high schools, communicative teaching method guides students to focus on life-oriented language training when facing the teaching task of oral English teaching. In modern society, people no longer rely solely on reading and writing ability to meet the needs of social

development. Oral expression and communication stand in a position of responsibility. The frequent communication between the government and the people, the detailed social division of labor, and the communication needs of all walks of life make the expression of language of unprecedented significance.

3. Analysis of the reasons for reconstructing teaching materials

3.1. Keep oral topics away from students' life

Constructivism theory holds that the development of children's cognitive structure has two sides. First, by absorbing relevant information from the external environment, children can integrate the information provided by external stimuli with their original knowledge structure to achieve the effect of assimilation. Second, children change their original cognitive structure due to external stimuli in learning, resulting in the result of adaptation. At present, there is an embarrassing situation of "students are tired of learning and teachers are difficult to teach". The main reason is that students' foundation of English language learning in middle school is weak. There are very few influential theoretical writings on "oral communication", and most of the books that can be seen are imperfect in style, while the teaching of oral communication as a whole is rarely discussed. The main body of learning is the student group in teaching activities. Students' quality, knowledge level, correct learning motivation and positive emotional attitude will have a certain impact on their learning results. According to this questionnaire survey, the statistical results of project tests on students' subjective factors are shown in Table 2.

Table 2 Survey results of students' main factors

Project	Answer ratio			
	A	B	C	D
1. I am more interested in spoken English and hope to communicate with foreigners in English in the future	62%	18%	12%	4%
2. I study oral English in the hope that I can pass the exam smoothly and get better employment opportunities in the future	3%	8%	35%	50%
3. I don't think oral English learning matters, and there are too few opportunities to use it in the future	2%	7%	16%	72%
4. In oral English class, I always feel nervous and don't know how to answer questions in English	1%	9%	18%	71%
5. I'm often afraid that I'll be laughed at if I'm wrong	3%	13%	16%	64%
6. My listening ability is strong, and I can understand the teacher's English teaching content	67%	13%	11%	5%
7. I have accumulated a lot of vocabulary, and there are no obstacles in reading aloud and pronunciation	46%	20%	18%	3%
8. I mainly use mechanical memory before the exam to cope with the oral exam	1%	14%	20%	61%
9. I often read English books and listen to English radio and TV programs	91%	5%	1%	0%

Some topics of oral practice in the textbook are far away from students' real life. Students lack corresponding background knowledge or life experience and are difficult to internalize. Teachers should reflect pertinence when teaching oral communication activities. For students at different levels, we should focus on the educational theme and adopt flexible and diverse forms of activities, so that each student can play his own role in the oral communication activity course. Although the

new curriculum standard specifies the general goal and stage goal of "oral communication" teaching in the curriculum goal, and the teaching and evaluation of "oral communication" in the "practical suggestions" part of the curriculum standard, these are only broad generalizations, which leave room for full creation for teachers' concrete implementation, and also pose new challenges to teachers' teaching.

3.2. Lack of teachers' own quality

At present, many middle school English teachers have low oral level, inaccurate pronunciation and intonation, and are unable to teach in English fluently and freely, which is very unfavorable for cultivating students' listening and speaking ability. To a great extent, the quality of teachers determines the success or failure of education and teaching reform. Teachers should have a choice in correcting mistakes, and some minor mistakes, especially the slip of the tongue caused by students' unskilled skills, should not be corrected. Cognitive flexibility theory advocates to provide learners with the basis needed for constructive theory, while leaving students with broad constructive space, so as to adopt appropriate strategies for specific situations. The training content of oral communication course includes many aspects, such as oral communication style training and quality training. As shown in Table 3.

Table 3 Quality training content

Name of quality training	Specific contents and requirements
Psychological quality training	Correct understanding, timely adjustment and continuous practice
Cultural quality training	Knowledge literacy, language literacy and artistic literacy
Emotional quality training	Sincere beginning, opening the gate of emotion, full of personality language
Thinking quality training	Basic thinking ability and creative thinking ability
Ideological quality training	Be polite, respect and understand, seek truth from facts and be sincere
Phonetic quality training	Give consideration to pronunciation, intonation, speed and rhythm

The ability of "oral communication" determines people's overall quality, which is a new requirement for talents in modern society. Paying attention to cultivating students' oral communication ability is conducive to improving and balancing students' basic abilities, and it is also an urgent need for cultivating innovative talents in modern society. Every student should actively participate in oral communication activities, but it is not necessary for every student to participate in all activities. Some topics of oral practice in the textbook are far away from students' real life. Students lack corresponding background knowledge or life experience and are difficult to internalize. When students make serious mistakes in speaking English, they must be corrected. However, we should also pay attention to protecting students' self-esteem and enthusiasm in learning English. We should avoid rough interruptions, let alone reprimands and accusations.

4. Conclusions

To sum up, language learning is not only a stimulating response, but also a positive construction process, a process of active experience, dialogue and consultation, cooperation and sharing. To some extent, the level of students' oral communication ability determines the overall quality of students. Only those with balanced development of various abilities are the talents who can really meet the needs of the development of the times. The "scaffolding" mind map that teachers help students to achieve their teaching objectives is also of great significance for improving students' thinking ability. In oral English teaching in vocational high schools, on the basis of respecting students' learning cognition, attention should be paid to the application of practical process and teaching thinking mode. Teaching practice has proved that cooperative learning is an ideal classroom organization form for oral English Teaching in vocational high schools and an effective way to promote students' comprehensive language ability. Strengthening oral communication teaching is the breakthrough point of Chinese teaching reform. Only in this way can we

continuously enhance our sense of responsibility and mission. Cooperative learning in oral English Teaching in higher vocational colleges can effectively improve the learning environment, expand students' participation, increase students' opportunities to use oral English, and truly reflect students' dominant position.

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