Research on Strategy of Career Oriented Higher Vocational English Teaching Reform

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Abstract

Higher vocational education is more special, pays more attention to the improvement of students' application ability in the teaching process, the same is true in English teaching. At present, higher vocational English teaching exists a great shortage on the cultivation of professional application ability, teaching contents, teaching methods, teachers strength and evaluation system all cannot adapt to the career oriented basic requirements of vocational education, it is necessary for higher vocational colleges and all English teachers to carry out reforms constantly, to serve the improvement of students' English professional ability.

Key words: career orientation; higher vocational English teaching; reform; English professional ability

1. INTRODUCTION

The main goal of vocational education is that taking career as orientation, providing students with various skills and quality based on employment demand. Social production needs various talents, vocational education is that providing the society with talents to meet its needs. In essence vocational education is the employment education which is guided by the social demand. Higher vocational education needs not only the activity to revitalized the educational form, more importantly, connecting vocational education with professional demand closely. In 2003, vocational education work conference of our country have pointed out that vocational education must be oriented by employment, higher vocational education must regard the actual demand of the society for the professional talents and the employment of the students as the most important direction and goal of running a school, the basic orientation of higher vocational education is the training of skilled and applied talents. Career oriented higher vocational education needs to avoid one sidedness, cannot take one-sided vocational skills and quality education as a single target, from the current feedback of market, there are various defects in higher vocational graduates, such as the foundation is not firm, the transfer ability is insufficient and the personality quality is not perfect, and so on, these deficiencies will often have a serious effect of impediment to the long term development of students' career, and the main reasons for the lack of these qualities lie in the lack of public courses, such as cultural basic courses and two courses, etc. In the teaching of specialized courses higher vocational education pays more attention to career orientation, but in the teaching of English and other public courses unable to closely contact with the occupation, in terms of content, methods, objectives, and testing, English teaching in higher vocational colleges cannot effectively improve students' professional English level, English teaching needs to get rid of the problem of weakness of higher vocational teaching.
2. Take Career as Orientation to Examine The Problems in Higher Vocational English Teaching

2.1 Teaching Content Has A Big Shortage in The Professional Pertinence

Teaching content is the main material for students to acquire English knowledge and ability, and the basis of teaching, the choice of teaching content has a great restriction on teaching methods and effects. At present, the so-called practicability in higher vocational English teaching, involves in tourism, shopping and other content of various regions, but cannot effectively combine with post demand of various professional students, cannot provide the corresponding English content and practical teaching materials, unable to cope with the requirements of frontline professional posts to English knowledge and ability, after entering the post students do not have the corresponding skills of listening, speaking, reading and writing, the content of classroom teaching is out of touch with the demand of students' professional post, then causes students' learning motivation and interest constantly descend, study for exams, the evaluation to English practicability is also decreasing.

2.2 Structure and Strength of Teachers Unable to Cope with The Requirements of Career Oriented English Teaching

A large number of senior intellectuals are swarming into the team of higher vocational education, most of these teachers graduated from the major of English, their knowledge of English is more adequate, but they have a problem of seriously lacking professional practical experience, cannot take a more reasonable teaching for professional post and work tasks, cannot provide students with practical English knowledge and skills required by the post. However, the professional teachers with outstanding English ability in each department often lack systematic learning to English knowledge, cannot really provide students with professional knowledge of English. This dilemma of that English teachers lack professional quality and professional teachers lack systematic knowledge accomplishment of English, is one of the prime reasons of that Basic teaching of English cannot effectively combine with vocational teaching.

2.3 Teaching Evaluation Method is Single and Backward

The current English assessment methods synthesize a certain usual performance and final exam to carry out assessment, but written examination is in the majority, cannot truly reflect the degree of students' mastery to English knowledge and skills. The written questions often set by teacher of a course, question types are relatively stationary, coupled with the lack of equipment, listening and speaking are often blind spots. Higher vocational English should pay more attention to the cultivation of the ability of practical application and listening and speaking of English, this single evaluation method often cannot reflect the requirements of English as a language communication tool.

3. Take Career as Orientation to Reform Strategies of Higher Vocational English Teaching

3.1 Enrich Curriculum Structure and Content

The instructional objective of higher vocational English is career orientation, this feature should be reflected in the curriculum structure, and it need to enrich the teaching content around this feature, in the face of specific post of profession, improve the pertinence and professionalism of personnel training. In the teaching process, through work tasks and professional requirements to set up professional knowledge of English can better reflect the professional orientation in the process of English teaching. The setting of curriculum structure should take basic knowledge of English as the first teaching content, then introduce English teaching contents of specialized courses, carry out teaching activities in stages, in the teaching of basic English and professional English, achieve a reasonable cohesion and transition, make teaching content
can effectively improve students' ability of using English in occupation, implement the study of this ability into teaching content, improve the professionalism of teaching content. In the teaching content, according to the students' professional learning, analyzing students' future desire on post, increasing the English teaching content, which is more closely related to the requirements of the post, more practical. According to professional needs, around specific work task designing teaching method reasonably, improving the flexibility and accuracy of the application of English professional knowledge in practice, scientifically combining practicability, practicableness and specialty of English together. First of all, it is necessary to organically combine the professional course learning with English study, in English teaching content it can reasonably integrate, mutually penetrate and harmoniously develop. The teaching content is more in line with the logical requirements of vocational guidance, and can better reflect the complexity of knowledge. Secondly, strengthening the professional of content, students' knowledge learning of English in the professional field and promotion of English professional ability are the cultivation and improvement to students' comprehensive practical ability, the situation of students' English learning and mastering can more in line with the requirement of the professional post. Finally, the teaching content should be advanced, keep up with the times, always maintain the advanced content, keep up with occupational standards and professional reform closely, update English teaching content in time. In order to construct English teaching content, which more closely integrates with the profession, it is necessary to start from the professional characteristics, make the training objectives more targeted and differentiated.

3.2 Innovative Teaching Methods Based on Career Orientation

When teaching English based on career orientation, the improvement of professional ability should be the main goal of teaching. However, in the current higher vocational English teaching, the main goal is still the examination, teaching methods are often relatively single, the teaching of vocabulary, grammar and translation is separate, takes coping examination as purpose. At the same time, because the problems of teachers strength and teaching equipment, in the teaching process, the phenomenon of multiple classes are taught together or large class teaching is more, in the teaching process, it is difficult to take into account the individual ability and needs of students, resulting in the form of group discussion is difficult to carry out. These drawbacks have a great effect of hindrance on the improvement of the level of students' English application, students also cannot have creative thinking in English learning and application. In order to improve teaching effect, teaching methods must be reformed.

First of all, it is necessary to innovate the teaching form, combine with multimedia teaching, constantly extend the knowledge of English textbooks, acquire interdisciplinary communication and resource sharing. Making English teaching can be carried out in a more realistic and three-dimensional language environment. The school should connect students, teachers and enterprises through the network, connect teaching and career, make English teaching more targeted, make students more favorable in the acquisition of professional English materials and the study of practice, and enable students to obtain a broader career space.

Secondly, taking students as the main body, changing the teaching idea, innovating the teaching method. Such as the method of task-based teaching, etc., in the teaching process, setting language exchange project, arranging specific and operational teaching tasks, which closely connected with the major of students, teachers advocate students to actively participate, interact and cooperate in the learning process by encouraging methods, enable students to learn English in the use of English, provide opportunities for students to participate in the task, enable students to achieve a sense of accomplishment in the completion of the task, stimulate students' learning motivation, make English learning more practical.
Finally, through abundant extracurricular activities, making English learning more practical and comprehensive, according to practical writing contract, document display, professional product introduction, product summary and other content to carry out all kinds of English activities, in extracurricular activities simulating job wanted or career needs in English in advance, in the process of application and competition, promoting the improvement of ability of English learning and application. In addition, simulation teaching method, situational teaching method, case teaching method, special subject seminar method, etc., can through introducing the work situation to create a more relaxed, natural, real work environment, guide students to carry out learning and application about job search, workplace communication and corporate culture in the teaching, use English as the only language in these activities, let students through practical application successfully and flexibly export English knowledge and skills into occupational environment, really improve the ability of professional application of English.

3.3 Buildup High Quality Teachers Team, Strengthen The Quality Cultivation to Young English Teachers

At present, a large number of young teachers in higher vocational colleges have become the main teachers strength of English teaching, these teachers bring vitality to higher vocational English teaching, but also affects the improvement of teaching level. Due to the lack of practical teaching experience, and not fully realize the particularity of higher vocational education, there is a phenomenon of larger disconnection on young teachers between curriculum knowledge and students' professional requirements, therefore, in order to improve the teaching quality, we must improve the comprehensive ability of these teachers. First of all, on the basis of improving teachers' teaching skills, training teachers' ability in professional English teaching, combining the experience of professional English teachers with the experience of young teachers, mutually exchanging, improving English teaching quality together. Secondly, connecting colleges with enterprises and institutions, sending young teachers and each unit to complete work problem related to English together, practicing and learning in these units at regular time, renewing teaching idea, getting the latest career information, better providing teaching services for students' English professional ability. Finally, young teachers need to strengthen research constantly, enhance their own professional level, actively accumulate practical experience in a variety of professional English posts, make their own ability constantly draw close to double qualified teachers.

3.4 On The Basis of Career Orientation Do a Good Job on Evaluation Reform

Taking career orientation as teaching objectives, it also need to do a good job on English learning evaluation reform. First of all, it must reform the assessment methods. Debasing the decisive role of the traditional final examination results to final results, evaluating students' learning ability and English ability from the whole process of term learning. In the demand of professional ability, paying more attention to the ability of English application and quality requirements, take the level of mastery of basic knowledge, listening and speaking ability, the degree of reading, writing and translation, the problem of attitude to learning, knowledge updating skills shown by each student in learning process of the whole semester as examination content, recording by means of scoring or grading, combining with midterm and final exam scores, taking all content as evaluation basis of final score, giving more synthetical and comprehensive evaluation. Secondly, effectively combining written examination with oral examination. Spoken language has a great help on the cultivation of vocational ability of higher vocational students and the success of employment, after entering the professional post, ability of using English to the maximum extent has important significance on the long term development of career.
4. Conclusion

The reform of higher vocational English teaching should fully reflect the high requirements of high vocational English on application ability, according to the post demand of each major and occupation, enrich teaching content and teaching methods, make English teaching realize the integration of teaching, learning and doing, combine the learning of English knowledge and skills of students with future career requirements closely, through the simulated, authentic, three-dimensional teaching situation and task, to improve the ability of communication in English of students in professional posts, construct English course with higher vocational teaching characteristics.

Reference


