Higher Vocational English Teaching Should Highlight the Training and Exploration of Vocational Ability

TIAN LI

ABSTRACT

Along with the development of society, the current situation of vocational English should be closely linked with the social demand to highlight its vocational ability. Only by this approach can the higher vocational English be guaranteed not to be eliminated to some degree. Besides, teachers are supposed to make a close connection between English teaching and those majors of students when they are making higher vocational English teaching, which can help teachers train talents with outstanding vocational ability for society to some extent.

KEYWORDS
Higher vocational English; Practicability; Pertinence; Vocational ability.

PREFACE

The rapid development of global economy has intangibly strengthened international communication, while English, as a common tool in the international communication, is making an increasing impact on our life to some degree. Higher vocational school is where professors teach students the professional skills, and it also shoulders the mission of producing, establishing, servicing and managing those high-skilled talents needed by the front lines, which requires higher vocational schools to strengthen the training with English practicability of higher vocational students, especially the ability of vocational English. By doing this, students can be quite capable of talking with people and meet the talent demand of society. Traditional teaching aiming at public English has not been adapted to the development of modern higher English education reform, so teachers should strengthen the research with higher vocational English teaching and be able to solve the existing connection problem of public English and vocational English so as to better highlight the practicality and pertinence of English class teaching contents in their teaching process. And then teachers can cultivate more diversified talents for our society and make domestic talents level higher and higher.
CURRENT SITUATION OF HIGHER VOCATIONAL ENGLISH TEACHING

Teachers are not aware with Their Own Teaching Instruction Thoughts Explicitly

In order to train more high-skilled talents for our society, teachers should know those required things, as high-skilled talents need higher comprehensive vocational ability and vocational quality, and they should not only be equipped with the professional knowledge and skills in their posts, but some diplomatic skills. Only by explicitly knowing the teaching guiding ideology can those teachers cultivate more talents on English for higher vocational students and then make students meet the demand of society to some degree.

Affected by the traditional ideology of subject education, Chinese higher vocational English has not yet released from the constraint of compressed English in undergraduate course. As a result, current English teaching attaches more importance to the training of application ability than practical ability, and current English teaching are more likely to highlight the structure and words of English so that the diplomatic and practical characteristics of English are ignored to a certain extent. Furthermore, the ability training of students’ English expression is only placed on the surface symbolically, which results in the generally inferior competence of English use of higher vocational students. For example, teachers focus on the condition of students mastering words and check the words recitation at every morning self-study or before the class, while maybe students have recited these words but fail to use these words. So students still lack of the ability to use English. At present, many examinations become the standards of balancing the teaching quality of teachers to some degree so that teachers only take the way of making students pass the cross-level test in the English teaching, which disobeys the talent training target of higher vocational school and real talent demand of society.

Not Enough Close Connection between the Teaching Contents of English Teachers and Majors of Students

Current English teaching of higher vocational schools is still close to the undergraduate education, but the present teaching key point is training the practical using ability to English, which will make the teaching pay more attention to the cultivation of students’ basic knowledge than their practical ability. For instance, most English teachers focus on the training with students’ listening, speaking, reading, writing and translating, as a result, teachers ignore the training of English practicability and the close connection between teaching content with professional knowledge, which cannot well manifest the teaching feature of English teachers, strengthen students’ practical ability of English and help teachers train more diplomatic talents for our society.

Because that English teaching of teachers have not a distinct professional attribute, vocational English occupies a rather small proportion in the current higher vocational English teaching, which will make these higher vocational students feel their majors have no necessary connection with English and think that English class is only learning the vocabulary, grammar and sentence. Hence, students will not have dense interest on English and the English teaching quality of teachers as well as the English practical ability of students will be affected. For example, students are required to recite words
when they are learning professional skills in the higher vocational school, while they have repeat the behavior for many years, so they will have deep disgust with English and hold the belief that English is not linked with their majors. As a result, the learning interest of students tend to linearly decline, and teachers cannot better train the English practicability of students so that students’ employment direction will be defined, not favorable to the future development of students to some extent.

HIGHER VOCATIONAL TEACHERS SHOULD HIGHLIGHT THE NECESSITY AND FEASIBILITY OF VOCATIONAL ABILITY TEACHING IN THEIR TEACHING PROCESS

The development of economic globalization has brought the communication and cooperation among people, while as the first language of international communication, English is playing a significant role in the vocational activities to some degree. In addition, if students desire to hunt job in developed countries in the future, then English is a must. The practical ability of English is the permit of students applying for a job in developed countries, in other words, English is the basic condition of job hunting. Higher vocational schools have been always oriented with the employment of students, so they have to focus on the training with English practicality of students. Therefore, teachers are supposed to know English teaching anew and make effective reform on the existing teaching model and content, which can help teachers better improve the English practicality of students and make students possess the permit to hunt job in developed countries.

To some degree, English has become the significant part of Chinese education of all levels and all kinds, meaning the greater improvement of Chinese English level and basic equipment with English learning and application of students. So, there are some feasibilities that closely connecting the English course of higher vocational students with their major courses. For instance, most present higher vocational students have passed the English level exam and they have been equipped with fundamental English communication ability. At this time, the launching of this kind of teaching model can better connect English with their majors so as to help them really improve their own English practical ability.

In order to promote the development of national economy to some extent, vocational education should pay close attention to market demands for talents and timely renew courses so as to make the course content in the higher vocational school better adapt to the real demand from all walks of life in the neighboring regions. And for higher vocational students, if they want to meet the work demand after graduation, they should perfectly make organic connection between English and major under the circumstance of skillfully using their professional skills, which can make them have the ability to compete with those students of same major. For instance, foreign enterprises usually prefer to those students who possess the ability to communicate with vocational English when they are recruiting professional talents so as to make students have a good development. Current English teaching is still attaching importance to the training with the language basic ability of students, so teachers should change the teaching objective to some extent and pay more attention to training students’ English practical ability related with professions so as to make students better adapt to the social demand for talents. What’s more, teachers should put forward the practicability and pertinence of
English teaching content, which can make students become the talents with professional skill needed by the market to some degree.

METHODS OF HIGHLIGHTING VOCATIONAL ABILITIES IN THE HIGHER VOCATIONAL SCHOOL

Use the Teaching Model of Practical English

Teacher should fully eliminate traditional English teaching concepts in their teaching and not focus on the application of English that is very bad for the future development of students. So present English teaching should be oriented with the practicability and supplemented with application, enabling teachers to make effective training with the practicability English ability of students. However, due to the very limited English teaching time, teachers should abandon the dominated position in the class to some degree to make students become the body of the class. Only by this way can students better master the language knowledge and skill imparted by the teacher, strengthen their own English practical ability and independent learning ability and meet the social demand for talents.

TEACHERS SHOULD ESTABLISH THE TEACHING CONCEPT ORIENTED WITH PRACTICABILITY

Most previous English teaching content are the reading comprehension with textbooks and lots of exercise after class, while the present teachers in higher vocational schools are required to improve students’ ability of professional practical English conversation and translation as well as meeting the practical demand. Higher vocational schools should regard the social demand as their teaching direction and see the Centre ideology of professional skill as their teaching guiding ideology, which can make them cultivate more compound talents for our society. For instance, when imparting the English knowledge to students, teachers can properly launch group activity by dividing students into several groups and then teachers can make the members of the group design an English conversation scene related with their own majors. Then teachers should give students appropriate time for connection and let students have their demonstration of professional English practice, which can help students skillfully master the professional English and lay the firm foundation for the future employment.

TEACHERS SHOULD REFRESH THE ENGLISH TEACHING CONTENT

Higher vocational English is the organic component of professional talents training to some degree, and it should play the supportive role in the vocational ability and quality of students. Therefore, teaching content should have the selection according to the request of professional posts with English practical ability and quality and fully combine the characteristics of higher vocational students, manifesting the difference of present English teaching with traditional English teaching in the practicability, ideology and typicality. In the future work, students are supposed to read English contracts, specification, brochure and advertisement, so teachers should constantly refresh the teaching content and connect the future work fields with teaching, which will make students stand out from the future employment.
Formulate the Security System of English Teaching Quality

The current security system of teaching quality ought to abandon traditional teaching concept of attaching more importance to knowledge and inspection than ability and supervision. Teachers should pay attention to the ability training of students’ language expression and social activity, and teachers should avoid pure knowledge assessment with students in the teaching. The full diversification of assessment for English grades can make teachers fully guarantee the reality, accuracy and scientific nature of teaching assessment and make students more convinced with teaching assessment of teachers. For example, teachers can make the diversified assessment based on the class behavior, attendance rate and grades of students, which can help students fully know their own shortcomings and strengths and further improve their deficiency and train the specialty. Teachers should also add the future professional English knowledge in the exam such as some specifications, contracts and agreements. In addition, teachers can launch some activities of English interview for students to make them pass the simulative English interview scene, have simple professional interview, improve their own English communication ability and feel their practical ability to use English knowledge they have learned.

CONCLUSION

The own features of higher vocational schools require that the courses and teaching contents should be oriented with application and skill, meanwhile, teachers should make English teaching adapt to the vocational training target in the teaching process, and the rationality of materials should be guaranteed when teachers are selecting the material, which can make teachers better establish teaching activities for new-type class and strengthen the training with English practical ability. Furthermore, students can get the hang of English diplomatic ability and the teaching objective of English serving profession can be really achieved. Then the teaching quality of teachers and learning efficiency of students can be effectively improved to some degree, better realizing the effective connection of training talents with demanded talents of working posts as well as training more talents to meet social demands.

REFERENCES