

Strategies and Practice of Competition in Promoting Innovation in English Education and Teaching Models

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Abstract: English skill competition is one of the ways to carry out English education reform. It provides motivation for students to learn and apply English knowledge through competition, enabling them to improve their English learning and promote the development of their comprehensive English literacy according to the needs of English skill competition. This article explores the strategies and practices of competitions in promoting innovation in English education and teaching models. The principles for constructing innovative teaching models mainly include: democratic principles, openness principles, subjectivity principles, and practical principles. Having a strong sense of innovation and a tenacious spirit of innovation is essential for educators. Developing students' non-intellectual factors is a crucial aspect of holistic education. Grasping the interactive relationship between "teaching" and "learning" is the main strategy for constructing innovative teaching models in modern education. The English skills competition provides a good platform and environment for students to learn English. During the process of the English skills competition, students can recognize and motivate themselves, discover their own problems in the English learning process, and engage in self-learning and improvement.

1. Introduction

For a long time, ELT(English Language Teaching) in China has always had serious problems of "less, slower, worse and more expensive". During the period of learning English, students focus on mastering vocabulary and grammar, but ignore the cultivation of language communication ability. As a language communication tool, English is of no use to them at all. With the advent of the era of economic globalization, our society has put forward higher and higher requirements for English majors, and the demand is increasing gradually, especially for all-round talents who are outstanding in listening, speaking, reading and writing[1]. With the change of social demand for talents, higher requirements are put forward for ELT practice in colleges and universities. As English teachers in colleges and universities, they need to meet new challenges. To change this situation, we must rely on quality education[2]. The basic feature of quality education is to promote students' active development, and its core is innovation. ELT should establish innovative education concepts and build innovative teaching models under innovative education concepts[3]. This paper further analyzes the strategy and practice of competition in promoting the innovation of English education and teaching mode. English skill competition provides a good platform and environment for students to learn English. Students can know themselves and motivate themselves in the process of English skill competition, find out their own problems in English learning, and learn and improve themselves. At the same time, students can exercise their thinking ability and problem-solving ability in the process of English skill competition[4-5]. English skill competition focuses on the comprehensive cultivation of secondary vocational school students' innovative ability, critical thinking ability, communication ability and ability. The competition adopts a two-person team competition, and the competition content is divided into four links: online evaluation, situational communication, workplace application and elegant demeanor[6]. On-line assessment requires players to operate on the computer and use the English proficiency test system to assess English reading comprehension ability in general scenarios online. Competition is a comprehensive

assessment of students' comprehensive English ability, which not only examines students' basic English ability such as vocabulary, grammar and pronunciation, but also examines students' comprehensive English application ability, including information processing ability, discourse ability, communication ability, consciousness, group consciousness, cooperation consciousness, innovation ability and critical thinking ability[7].

2. Content and Methods of English Skills Competition

The system design of the two parallel tracks of "ordinary education with college entrance examination and education with skills competition" is an institutional innovation in China's education reform, and also a beneficial attempt in talent evaluation and selection mechanisms in education. English skill competitions are various forms of activities that enhance students' language expression abilities, broaden their English thinking, improve their learning habits, enrich their English learning pathways, and enhance their English application abilities. They not only activate campus cultural life, stimulate students' enthusiasm for English learning, but also establish role models for college students with strong communication skills, ability to think and argue, and practical abilities[8]. It is undeniable that the application of English in real life is becoming increasingly widespread, and various enterprises in society need all-round talents, especially English professionals who can communicate with the outside world without obstacles. The problems in ELT are shown in Figure 1.

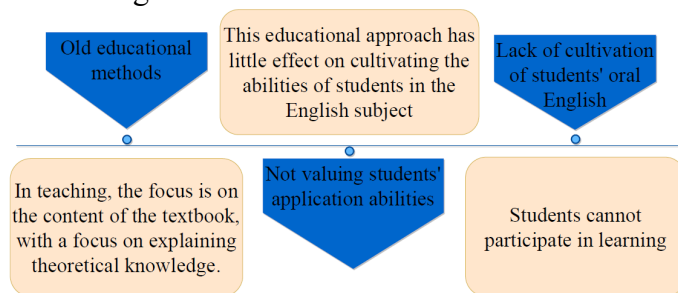


Figure 1 Problems in ELT

The English Skills Competition consists of three parts, namely, written English test, situational communication and workplace application. In particular, situational communication and workplace application are very difficult and need to be completed by two students. This puts high demands on students' comprehensive English application ability. In the situational communication competition, two students, A and B, observe a group of four pictures in the preparation room and make full preparations. After 20 minutes, student A should express the story content expressed by these four pictures in clear and fluent English within 90 seconds, and also talk about his own feelings and opinions on the story content. The combination of the performance content with the major studied or the future can fully reflect the students' English style and youthful vitality. Situational communication, workplace application, and elegant demeanor are three links to focus on the ability of oral English expression. Understand the information obtained by the other party, understand and judge together, and meet the task requirements effectively. Then a student will form a 3-minute English report and present it to the judges, and B student will answer the questions related to the task raised by the judges[9]. This link can well examine the players' ability to deal with language information, reading information, task information and non-text information, and get the training of English knowledge and expression ability according to their different performances[10]. In order to achieve good results in the competition, some students will train in all aspects of the English skill competition to gradually improve their oral English, English expression and English application ability.

3. Innovative Strategies and Practice of English Teaching in English Skills Competition

3.1. Teacher-student interaction

The traditional ELT model in the past has long been unable to meet these ability requirements, therefore, English teachers in universities must adapt to the new situation and requirements. Teachers should break through the traditional framework of language teaching that emphasizes basic language skills and language application abilities, and combine ELT in vocational schools with the requirements of students' professional, employment, and industry English application abilities, so as to organically integrate ELT with their majors and industries, reflecting the practicality and practicality of ELT in vocational schools. Continuously innovating the traditional ELT model, changing the boring old teaching methods, such as appropriately using situational teaching methods and communicative teaching methods in classroom ELT, stimulates students' learning interest and motivation, mobilizes students' enthusiasm and initiative in classroom participation, and better meets the needs of the competition for students' English practical application ability. Combining ELT content with English skill competitions can help students understand and analyze differences, enabling them to master different characteristics, and thus deepen their understanding of different aspects. This not only makes the teaching content more intuitive and convenient, but also improves the learning effect; We also conducted preliminary analysis on students' job choices, which helps to cultivate students' correct career choices.

3.2. Diversified teaching modes

Campus Skills Festival is held every year, and skills competitions at all levels are held in schools. The school has set up English interest groups, organized English song contests, English salons, English speech contests, English corners and other activities since freshmen entered school. The most effective learning is also based on learners' subjective desire. If the motivation is too small, students will feel that there is no value to pursue. Therefore, the determination of the teaching content of the project should come from the actual work, and the result of the project is a concrete scene exchange, which can be performed and evaluated, and has the attraction of the goal. The application of Internet teaching is the development trend of modern social teaching, which plays an important role in the current educational reform. College English teachers should actively make use of internet education and use certain methods and strategies to create a new ELT model. The method of realizing the new education mode through Internet teaching is shown in Figure 2 for details.

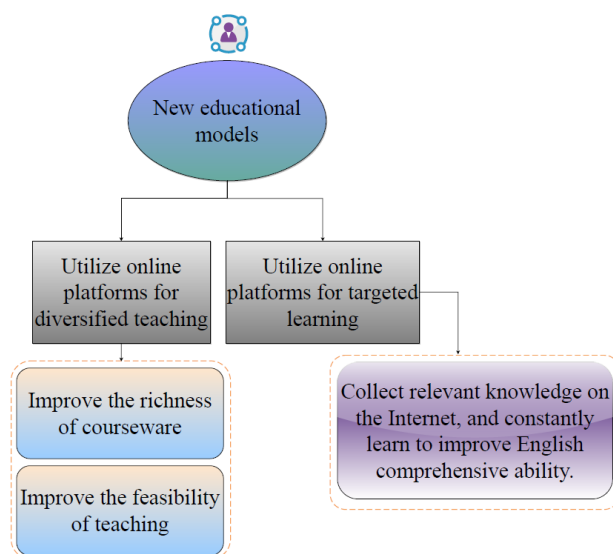


Figure 2 Internet teaching to achieve a new educational model

The advantage of network teaching is that it can organize data, pictures, sounds and videos organically, mobilize students' multiple senses, improve students' interest in learning, make students more focused on English, and enable students to participate in learning independently. Through the

network, students can understand the multifaceted nature of knowledge, instill knowledge in students from all directions, and let students experience fun in learning. Teachers can construct relatively novel courseware with rich content that can stimulate students' interest according to the contents of textbooks and syllabus, so as to stimulate students' learning enthusiasm, improve students' learning initiative, and then greatly improve the efficiency of learning English. Teachers then assess students' performance in group learning and announce their achievements in group learning, so as to stimulate students' group competitiveness and promote students to form a good competitive relationship. Teachers are required to give up self-centered consciousness and knowledge consciousness, put themselves on an equal footing with students, actively adapt to students' learning rules and psychological characteristics, highlight students' subjective role, give play to students' subjective spirit, become participants, guides and promoters in teaching activities, and overcome the phenomenon of doing everything. In this process, teachers should pay attention to the expression of assessment language, not only to encourage students, but also to help students find existing problems, and guide students to take the initiative to improve themselves while recognizing their own shortcomings, so that teaching evaluation can play a real role. In addition, the school also invites foreign teachers from colleges and universities to participate in interactive activities to expose students to authentic English and improve their English communication skills. By creating a strong English learning atmosphere, students turn the pressure of passive learning into the driving force of autonomous learning, thus greatly mobilizing their interest and enthusiasm in English learning.

3.3. The construction of the teaching staff in vocational schools

During the competition, English teachers from various universities observe and learn from each other, and keep abreast of new trends in education and English professional development. It can be seen that only by "coming out and making bright moves" can teachers avoid making decisions behind closed doors. Secondly, through skill competitions, teachers can identify their own teaching problems and shortcomings, improve teaching content, and enhance their own quality. At the same time, it has also optimized the teaching team, clarified the guiding ideology of teaching, and updated teaching concepts. In the implementation process of project teaching, it is necessary to do a good job in assessing and motivating students' learning process, which should be scientific, timely, and fair, so that students' sense of achievement can be maximized as much as possible. In the teaching process, teachers are the main body of teaching and students are the main body of learning, forming the essential relationship of "teaching and learning complement each other". Although they are also objects to each other and the objects of their understanding, this subject object relationship is not essential. This means that the development of the subject not only does not negate the role of the teacher, but also regards the teacher as a parallel activity subject and plays a guiding role. The performance during each training session must be summarized and stimulated before class ends. Attention should be paid to the teacher's evaluation, which should always give hope to students, not dislike them, and stimulate and protect their learning interest. By forming a team of mentors, the Teacher Home can learn from each other, learn from each other's strengths, and greatly improve teachers' ability to solve practical problems.

4. Conclusions

The establishment of English Skills Competition has effectively promoted the transformation of ELT mode and talent training mode in vocational schools, which has a positive role in promoting the construction of teachers, the creation of English learning atmosphere and the innovation of teaching mode. English skill competition has greatly promoted the reform of English education, made up for the shortcomings of traditional English teaching, innovated and enriched ELT content and teaching methods, stimulated students' desire for English inquiry learning, and improved their comprehensive English ability. As an English teacher, we should actively explore and promote the transformation of English classroom teaching mode and talent training mode in vocational schools on the platform of English skill competition. In the teaching process, some honorary titles should be

designed to reward those who perform well, so that students can get psychological satisfaction and promote their happy study. Although these awards have no value, we can provide a kind of recognition, praise and encouragement for students through these things. Teachers can combine students' learning assessment with English skill competition, improve students' assessment system, do a good job of students' phased assessment and comprehensive assessment, help students to realize themselves through assessment, and then provide conditional support for students to improve their comprehensive English ability, so as to truly realize the purpose of "promoting teaching, learning, construction, and reform through competition," fostering an environment that encourages healthy competition and continuous improvement is essential.

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