

# The Problems and Countermeasures of the Basic Courses of English Majors in Higher Vocational Colleges

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**Abstract:** Learning English basic courses can lay a good foundation for the follow-up study of English majors in vocational colleges. Based on this, this paper discusses the teaching principles of English courses in higher vocational colleges, expounds the problems in the process of English teaching in higher vocational schools in three aspects, and briefly discusses the countermeasures of the problems, so as to make the basic course teaching of English majors in higher vocational colleges. Analysis.

## 1. Introduction

Nowadays, with the development of globalization, English has become an important communication tool. Therefore, as a professional with a good employment prospect in China, the employment rate of graduates has been ranked among the top 10 in various professions. More and more vocational students choose to study English majors. In order to enable students to better complete the English major, the teaching of the basic course is particularly important.

## 2. Teaching Principles of Vocational English Basic Courses

In the teaching of basic English courses in higher vocational colleges, in order to enable students to carry out subsequent learning more smoothly, relevant educators can follow the following teaching principles:

The principle of purpose, under normal circumstances, the purpose of training talents in higher vocational colleges is more clear, the purpose of higher vocational students to learn English is more focused on serving the production work, therefore, higher vocational education workers should follow the principle of purpose in the teaching process. Second, the principle of suitability, teachers in the teaching process, should be based on the students' English foundation, learning ability and other specific conditions for English teaching; Third, the professional principle, in the higher vocational English major is usually divided into teachers, business. In the teaching, teachers should consider the specific teaching according to different categories of English majors. For example, in the course of the use of basic English vocabulary and sentence patterns, teachers can target students of normal English majors. Combine the course with some English explanation skills, which can lay a foundation for students to carry out their work in the future.

## 3. Problems in the Teaching of Basic Courses in English Majors

### 3.1. Lack of attention to oral teaching

At this stage, China's education model is still based on exam-oriented education. Therefore, students' examinations in the process of progression are mostly written examinations. Oral English teaching is often overlooked in English teaching. In the vocational English teaching, students and teachers also pay more attention to how students can get good grades in the 4th and 6th grade examinations. Therefore, after the students enter the English professional learning stage, they still do not pay attention to correct their own spoken pronunciation, thus making the students' decline in the application level of English is not conducive to students' learning. For example, in the process of learning basic nouns in Basic English, teachers generally explain the types of nouns and

plural forms, and focus on letting students master. Purely theoretical knowledge points. Therefore, in this process, teachers often lack the education of spoken English. Teachers can find out and correct the pronunciation of students by letting students read the nouns and examples to deepen students' impression of knowledge. Mistakes, this is more conducive to students to improve their oral English.

### **3.2. Lack of attention to students' practical ability teaching**

In the process of teaching the basic courses of English majors in higher vocational colleges, students' understanding of English often stays at the theoretical level. Under normal circumstances, students are in the Chinese language environment, and students' English practice ability is often scarce, which is not only not conducive to Students' English level is improved, and it is difficult to meet the future employment needs of students. For example, in the course of the use of basic English vocabulary and sentence patterns, teachers often explain knowledge points first, and use the method of application to memorize. Students master, in this process, although the students master the usage, but in the process of practical application, there will often be some shortcomings, for example, students know not only followed but also, but the use of sentence patterns in English writing is not In place, teachers should pay attention to the need to allow students to make sentences and train students' English practice skills to improve their English proficiency when explaining sentence patterns.

### **3.3. Single teaching method**

In the course of teaching the basic courses of English majors in higher vocational colleges, English as a language subject often has some knowledge about grammar and words that students need to memorize, which inevitably makes the students feel bored. Because of the single teaching method, Making the course more boring is not conducive to student learning. At this stage, in the vocational English teaching, the educators may consider that the students are older and have a certain ability to self-control. Therefore, they still use traditional teacher teaching, and the students receive a single teaching method, such as: "The core of higher vocational colleges." In the second unit of the English and Chinese course materials, teachers often let students read the text first, then explain the new words and sentences to the students, and finally guide the students to practice and recite, so that the single teaching method is difficult to stimulate students' interest in learning. Moreover, in the process of rote memorization, students are also difficult to have a deep impression on the curriculum knowledge. Therefore, in the teaching of the basic courses of English majors in higher vocational education, educators should pay attention to improving the single teaching method and promote the foundation of higher vocational students. Course learning.

## **4. Countermeasures for the Teaching of Basic Courses in English Majors**

### **4.1. Strengthening oral English teaching**

In order to enhance students' English proficiency, in the teaching of the basic courses of English majors in higher vocational education, educators should pay attention to the oral English teaching, improve the students' oral English level, strengthen the students' ability to apply English, and enhance the teaching effect, for example. : In the course of explaining the basic tone of Basic English, the teacher can review the words learned in the previous lesson, and then the teacher can put a "If I were a boy" to attract the attention of the students and then ask the "singer". Is it a boy or a girl? Can you guess the name of the singer?" Then introduce the application of the course were and was, after the teacher explained, encourage the students tore and was to make sentences. In this process, the teacher can focus on observing the pronunciation of the students and The application of grammar corrects the mistakes of students in grammar or pronunciation in time, which can improve the students' oral level to a certain extent, and then let the students read the short poems in step 4 using the virtual voice and read the students aloud. In the middle, correct the pronunciation of the students, thus strengthening the teaching of the students' spoken language. In the teaching process,

the teacher trains the students' oral pronunciation by making sentences and reading aloud, and promotes the students' memory while improving the students' oral English teaching, which can effectively improve the students' oral English level. Future studies have laid a good foundation [1].

#### **4.2. Strengthen students' practical ability in English**

Because the teaching of vocational English majors is mainly for cultivating talents who can use English to carry out production work activities, compared with other higher education, the practical requirements for English are stronger. Therefore, educators should strengthen the training of students' English practice ability. To improve the English practice level of English majors in higher vocational colleges, so as to meet the future employment requirements of students. For example, in the study of starting college life courses in higher vocational English, teachers can ask questions according to the textbooks, and let students introduce their places in English. Why choose an English major, introduce the course while initially training students' English practice ability, and then guide the students to discuss how the English-speaking people greet each other. After the discussion, encourage students to answer in English, so the teacher can In combination with the curriculum to further develop students' English practice ability, in the process of students using English to answer questions, teachers can pay more attention to the pronunciation of students and the application of grammar, and provide corresponding guidance to improve students' English proficiency. In the teaching process, teachers can effectively improve students' practical application ability by using English to answer questions and discuss with each other, deepen students' impression of course knowledge and enhance teaching effect [2].

#### **4.3. Diversified teaching methods**

In the teaching of basic courses in English majors, in order to promote students' learning of English, educators should pay attention to adopting a diversified teaching method, effectively stimulating students' interest in learning, so that students can have a deeper understanding of the curriculum and enhance their learning. Teaching effect. Teachers can apply a variety of teaching methods such as multimedia teaching to improve the traditional single teaching mode and stimulate students' interest. For example, in the first part of the Internet and computer course, the core course of the core course of "Higher Vocational College Core English", teachers can use Multimedia courseware, play short videos about computers, stimulate students' interest in learning, and then combine multimedia courseware to explain English words such as hard disk and screen. Teachers can bring all parts of the computer to the classroom and let students see the real thing. This will deepen the students' understanding of the words, and finally ask the question "Do you like surfing the Internet? What can we do online? What is the network virus? How to kill the online virus?" Let the students group in English to discuss, thus deepening The students' impression of the course, therefore, in the teaching of basic English courses in higher vocational schools, teachers can combine the multimedia to teach, to break the traditional single teaching mode, stimulate students' interest in learning, enhance the autonomy of students' learning, and deepen the students. At the same time as the impression of the course, lay a good foundation for the students' follow-up learning [3].

### **5. Conclusion**

In summary, the basic courses of English majors in vocational colleges mainly lack the emphasis on oral teaching, the lack of attention to students' practical ability teaching, and the single teaching method. Teachers can strengthen the teaching of spoken English and strengthen students' English. The practical ability and diversified teaching methods enhance the teaching effect and promote the improvement of students' English.

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