

Reflective Teaching and the Professional Development of English Teachers in Higher Vocational Colleges

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Abstract: With the employment situation of higher vocational English, the current English curriculum education pays more attention to the cultivation of students' practical English ability and the reality of education. However, the current higher vocational English training still can't meet the requirements of technical innovation talents, so it is necessary to further improve the education training system. In order to improve the overall level of education and better complete teaching training, English education should reflect on all kinds of bad situations that may arise. In the light of reflective education, the subject illustrates the influence of reflective education on the professional development of English teachers and gives full implementation methods. By comparing the teaching methods of higher vocational English, the main angles and implementation methods were put forward; the design methods of reflective education were analyzed; the reflective practical effects were explained.

1. Introduction

At present, the existing English education system in institutions of higher learning can't meet the needs of English talents [1]. Faced with the current situation, college English teachers should constantly optimize the educational steps and reflect on each part, so as to achieve the goal in depth. Through constant reflection and innovation, educational requirements can be fulfilled [2]. English teachers should reflect on the cultural, organizational and social issues involved in the course of teaching [3]. With the rapid development of science and technology and the increasing changes in English teaching, English teachers need to integrate various changes encountered in the teaching process [4].

The characteristics of English teaching in higher vocational education should highlight the characteristic teaching, better adapt to needs of today's social development, and widely cultivate talents good at technology and communication [5]. The reflection of teaching practice is a complex process of solving problems and improving the teaching quality of English teachers [6]. Reflection is a new concept of professional progress of teachers, and English teachers can set up their correct professional abilities in practice [7]. Reflection has become a means for English teachers to improve their abilities. English teachers should have certain knowledge and appropriate skills. There have been a lot of talks about English teachers in the world. Among them, the most important problem is that reflective teaching leads to the development of communicative competence toward the direction of teaching practice [8].

In the course of higher vocational education, the reserve of English teachers is totally out of line with the market demand. At present, higher vocational business English includes communication teaching and business communication, as well as other courses. For English teachers as educational implementers, the language foundation is critical and business knowledge and operational skills are also critical. The basic theoretical knowledge of English teachers who have long been engaged in front-line educational activities is quite good, but relatively speaking, they lack the necessary language knowledge and practical skills. In particular, when they encounter real operations, it can be seen that their foundations are obviously weak. Therefore, they can't provide the necessary feedback for students' actual English communications.

Besides, the idea of education is very important. At present, due to the influence of the traditional

model for a long time, many higher vocational English teachers still take certain teaching exchange activities as the main part. Although they have already integrated the educational situation and the teaching task into the English education, they still have no way to get rid of the traditional teaching mode. Moreover, the actual communication in higher vocational English major is not ideal enough, and the participation of students in communication and activities is not high enough. Therefore, in the actual teaching process, the corresponding communication activities are superficial, and students can't participate in the collective. A virtuous teaching cycle can't be constructed.

2. Methodology

2.1 Reflective scheme on higher vocational English education

At present, higher vocational English is in the process of constant reflection. Educational models and related arrangements are shown in table 1.

Table 1: Teaching mode and arrangement

	Traditional classroom model	Micro class model
Teaching time	About 40 minutes	1 to 10 minutes
Teaching content	A teaching unit	1 to 2 points
Students learning time	Class time	Anytime and anywhere
Teaching media	Multimedia and blackboard	Mobile media
Teaching methods	Teach me first and study later	Learning first and guidance later

English teachers' practical classroom teaching materials are just enough to reflect on. Teachers should constantly reflect on teaching problems and enhance their abilities so as to improve their teaching level. The teaching process should involve some basic problems, and they need to consider the corresponding coping strategies when they encounter some existing or potential problems. Every time after class, the course review is of great significance. While listening to some English teacher's open classes, other teachers can observe the teaching process and their interactions with students. When meeting some old teachers, young teachers should learn their teaching methods and skills. The subjects of observation include both already known and other subjects. Teachers should learn from each other and make use of each other's strengths to make up for their deficiencies. After listening to other people's open lessons, teachers should make the necessary reflection to provide the necessary opportunities for education in light of the actual situation. Reflection on English education can cultivate the attitude of English teachers in scientific research, which is of positive significance to promote them to embark on scientific researches. At present, in the course of the classes, the classroom effect may not be able to reach the desired height, and more or less there will be some deficiencies. In order to solve this difficult problem, it is necessary to analyze the whole teaching process of teachers. Through a series of analysis, the teacher can understand their various problems in the teaching process. For example, there may be a variety of circumstances, such as the unscientific teaching time, and the problem of communicative ability caused by teaching methods. In particular, this can help teachers to make up for and improve their deficiencies. At the begging of entering the education field, teachers may probably walk a lot of forks in the process of trying to teach. In the actual classroom, they should arrange the time and complete the task of study reasonably. Attending lectures can not only improve the overall strength of students, but also help them embark on the correct path of scientific researches. Higher vocational English education can go beyond certain subject types, and the discussion of some related courses plays an important role in promoting other non-English major courses. In the course of actual English writing, students need to express what they have learned through what they write. After writing the content of each unit, students need to reflect on what they have learned and refine the sentences. By comparing and analyzing several best and worst papers, students can learn how to form better sentences perfectly. In view of some differences, teachers need to better stimulate students' thinking shifts in learning, expand their knowledge and stimulate students' self-confidence, so that they pay more attention to the collection of language in their daily life, which plays an important role in forming good study habits and improving

the English teaching level. According to the completion of homework, teachers can grasp the actual level of students, and find the appropriate and advanced teaching methods.

2.2 A survey of higher English education reflection

In the process of reflective sex education, higher vocational English education has a high demand for students' listening, speaking, reading and writing abilities. Therefore, listening training plays an important role in the improvement of listening ability. Of course, the rise in listening comprehension in higher vocational English requires years of cumulative practices, which can't be improved in a short time. In the process of English teaching, teachers should try their best to improve their language abilities and their communicative abilities and practical abilities. First of all, English teachers should train their students in systematic language training. For example, they should train their listening abilities, encourage students to communicate in English more often in their daily life, and gradually train their language skills, so as to help students to reflect on their problems. English teachers can use appropriate methods to promote students' progress in language, improve their communicative competence and solve many of the bottleneck problems in the development of students [15]. In language communication and language training, teachers should adopt different ways to implement education for different students. In addition, with the exchange of spoken English, it is necessary for students to carry out training, to enhance their oral English ability and to develop good study habits, so as to achieve good learning results. The questionnaire for higher vocational English education is shown in figure 1.

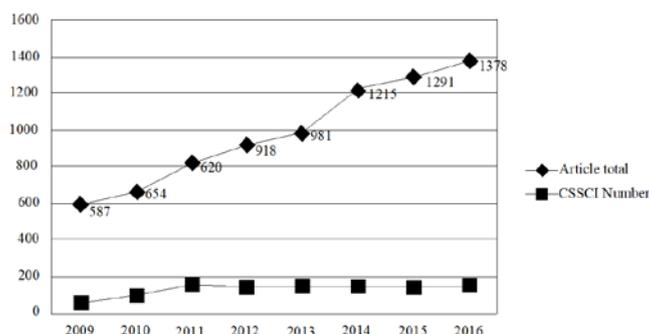


Fig.1 English thesis moves

The survey is simple and not as difficult as other industry surveys. This kind of investigation can be more convenient for English teachers to better grasp the actual situation of students. The publication of such articles is increasing year by year, but the number of core journals has not increased significantly. This kind of reflection is necessary. English teachers are able to ask their students at any time about their thinking of something. These problems can be divided into many small problems, and each student can be evaluated according to their understanding. When teachers do not understand the situation of students, they are particularly easy to rely on their own point of view to teach students, which may affect the relationship between teachers and students. This questionnaire is good for communication between teachers and students. The teacher should give detailed answers to the questions given by the students. This questionnaire can effectively help English teachers to collect important information about English. The analysis of teaching behavior is based on the actual situation of the corresponding investigation and research, which can improve the teacher's latest understanding of teaching and improve teaching. The present teaching evaluation is very important, as teachers can be more responsible to students. Teachers often surround themselves with personal defects, so they are not able to reflect on things very well. In the course of teaching, there are usually some latest ideas, and they have a great influence on the English teacher's profession. Teachers can get a good grasp of the English education model and get a lot of benefits. Educational practice is not an easy thing, which requires constant reform, innovation and improvement programs. Teachers should pay attention to and train their knowledge and skills, educate their behaviors well, and improve their qualities.

3. Result analysis and discussion

3.1 Analysis of the findings of Reflective Education in Higher Vocational English

At present, reflective education in higher vocational English mainly regards reflection as a process. In short, teachers need to carry out relevant researches to ensure the implementation of issues. Of course, in addition, problems are solved one by one. There are many problems in the actual research process, so these problems need to be further studied and analyzed. According to the Chinese and foreign joint education reform in higher vocational English, a new investigation was carried out. In the process of Higher Vocational English education, reflection is very important. Through extensive investigation and problem finding, we can get a general understanding of new college students. In order to find out the actual situation of freshmen, their English scores in college entrance examination need to be preliminarily recognized. From the point of view of achievement, the English basis of these students is generally poor. Their levels of English are shown in table 2.

Table 2: English achievement

Category/Project	Number	Average	Highest score	Lowest points
regular college student	121	90	139	59
Five years construct	67	84	131	53

After about a month of the survey, in order to find out the various possibilities among these students and investigate the actual situation of their English learning in the past month, as well as to understand the actual situation of their English learning, students' personal conditions were investigated, such as learning motivation, investigation and fun learning the practical experience and methods and so on, as shown in table 3.

Table 3: Learning situation investigation

Learning motivation		Interest in learning		Preview before class		Review after class	
Options	Percentage	Options	Percentage	Options	Percentage	Options	Percentage
Interest	15.5%	Interesting	10.5%	Prepare every time	5.5%	Prepare review	2.5%
Go abroad	2.5%	More interesting	19.5%	Often preview	24.5%	Often review	13.5%
Work	52.5%	A little interesting	42.8%	Sometimes preview	45.5%	Sometimes review	31.5%
Test	24.5%	Little interesting	17.7%	Little preview	19.5%	Little review	40.5%
Other	5%	No interesting	9.5%	Never prepare	5%	Never reprepare	12%

According to the actual situation of the investigation, there are many problems in the learning process of these college students. Their learning intentions are too vulgar. Many people study just to get good jobs later and some people only aim to cope with exams, while only a few students study because of their interests. Thus, most of the college students are learning English because of external pressures, so this kind of learning will not last too long. Once they don't get what they want, they quickly lose the confidence. The learning habits of these students are generally unsatisfactory. Few students prepare lessons before class, and only a small number of students who love to study often read books. The vast majorities of students never read books and depend too much on their teachers. Students don't have much interest or confidence in English learning. Most students feel that the actual learning of English is boring and far from meeting their goals, so they are becoming more and more disappointed in English during the study. Many college students are still passive in their studies, and only a few students interact with their teachers in the course of classroom teaching. Some students regard the teacher's explanation as one of their favorite activities, and some students even appreciate the teacher's lectures very much. These situations are shown in table 4 below.

Table 4: Students enjoy three-phase classroom activity

	First	Second	Third	Total
Teacher explained	53.1%	33.4%	31.8%	118.3%
Group discussion	10.6%	23.7%	21.1%	55.4%
Reading aloud	11.4%	18.9%	15.4%	45.7%
Write	21.5%	17.4%	22.5%	61.4%
Do exercise	3.4%	6.6%	8.2%	18.2%

After investigating and finding the reasons, the teacher needs to reflect on them. Through conversation, many college students' mental thoughts were understood. English teachers should carry out listening, communication and cooperation with each other and discuss about a lot of problems. For the college entrance examination, students were learning all seriously and every day they were seriously studying grammar, but now they have ignored the focus of language training, and their listening and speaking abilities are getting worse. Their pressure did not decrease after the college entrance examination, and the enormous pressure of examination has left indelible marks in their hearts. Their studies are always around exams, and they don't have good learning interests. In order to pass the exam, they usually do it by rote. Learning difficulty now is getting higher, and the level of a lot of knowledge has exceeded what students can bear, resulting in their losses of confidence and the rejection to directly participate in the exchanges and discussions in the classroom. The teaching mode is too monotonous, and teachers often delay more than half of the class time, so students do not have enough time for other activities, resulting in weak powers and enthusiasms for learning.

3.2 Reflective education programs for higher vocational English

For these reasons, some necessary means can promote students' interests in learning. Without proper methods of learning, education can't be sustained. The examination is certainly not avoidable, but the method of study can still be improved. Through training, the quality of learning and learning methods can be improved. The investigation shows that education is mainly based on teaching, so students' self-study ability can't be improved very well. The students have limited attentions, so too much explanation can't catch the attention and enthusiasm of the students. The questionnaire shows that college students prefer to participate in group discussions relatively. Therefore, the discussion is still necessary, because it can improve students' language abilities and communication abilities. The evaluation plans are shown in table 5.

Table 5: Table showing the evaluation scheme

Evaluation model	Process evaluation				Summative assessment	
	Classroom performance	practice step	Homework after class	Test after hearing	Final written examination	Final interview
Weight	30%	10%	25%	10%	15%	10%
First project	6%		3%	2%		
Second project	6%		3%	2%		
Third project	6%		3%	2%		
Four project	6%		3%	2%		
Five project	6%		3%	2%		
General comment	75%				25%	

Teacher evaluation is mainly based on the motivation. In the process of the implementation of plans, it is necessary to evaluate the teaching and make necessary adjustments according to teachers' reflections.

4. Conclusion

At present, the level of higher vocational English training is far from the requirement of training

technical innovation talents. Therefore, it is necessary to further improve the education system. In order to improve the level of English education, English education should reflect on a variety of possible bad situations. The reflective teaching in higher vocational English education plays an important role in improving the English teachers. English teachers can improve their practical abilities and optimize their educational focuses through the reflection, so as to build good teaching models that meet the needs of students. When the teacher's teaching situation conforms to the student's learning situation, the teaching can maintain the harmony and can have the good teaching effect. English education is mostly based on teaching, so it can't cultivate the self-learning ability. Too much boring explanation in the class can't catch the students' attention and enthusiasm. Therefore, dialogues and group discussions are also necessary, as they can improve students' communicative competences.

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