

Research on the Practice Path of Higher Vocational English Teaching Model Based on Vocational Ability Training

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Abstract: In recent years, with the acceleration of economic globalization and the continuous reform of the national education system, the learning and use of English has become more common. Based on vocational ability training, this article analyzes the current situation of English teaching mode in higher vocational education, combines the necessity of reform of higher vocational English teaching mode, proposes a practical path for higher vocational English teaching mode to cultivate students' professional ability, and provides guidance for the reform of English teaching mode in vocational colleges significance.

1. Necessity of English Teaching Model Reform in Higher Vocational Colleges

At present, the English education in higher vocational colleges is still limited by the traditional education mode, and still adheres to the original traditional teaching methods[1], which cannot further improve the authoritative role of teachers in the classroom. This teaching mode can not better reflect the nature of language communication, so that students lack the most basic learning and communication skills, let alone the ability of intercultural communication. In addition, this teaching mode ignores the actual learning needs of foreign languages, and does not give more consideration to the needs of English-language employers in teaching, which ultimately leads to problems such as employment difficulties for students. The traditional teaching methods of higher vocational English are outdated, resulting in low English level of students. The teaching of English in higher vocational education must be based on the principle of cultivating high-level English talents, effectively clarify the language skills of students' future employment needs, make targeted reforms to the traditional English teaching mode, and achieve the cultivation of English application skills suitable for future jobs The purpose of talent.

2. Problems in English Teaching in Higher Vocational Colleges

2.1 Lack of clear English teaching goals

As a basic course of higher vocational colleges, there is a certain universality and unity in the teaching process. That is to say, no matter which professional English teaching, its educational philosophy, goals and teaching methods are the same. The content and the design of the teaching materials are also the same. The same assessment method is also used in the final measurement of the student's English level[2], and the ultimate purpose is to cope with the examination. In the process of teaching English, the goal of higher vocational education of "cultivating application-oriented talents" has not been well implemented.

2.2 Lack of innovation in traditional teaching concepts

English teachers in higher vocational education have always adhered to the principle of paying attention to the basic content of teaching, and lacked practical experience in the English industry[3]. In addition, they do not need to participate in professional construction, which has determined that

many teachers devote all their energy to classroom teaching. Attention is paid to the development trend of English, and many teachers' teaching concepts cannot better meet the real needs of educational development. With the continuous progress of the new curriculum reform process, many new teaching methods have also been applied in English teaching. However, in English teaching in higher vocational colleges, teachers still adhere to the traditional teaching method of "Yitangtang". In the course of teaching, teachers will still adopt the most traditional English teaching modes: grammar, vocabulary and translation. There is a phenomenon that focuses on teaching English knowledge, but neglects to cultivate students' English language skills in teaching[4]. This traditionally inflexible teaching method has made students uninterested in English learning, which has severely dampened their enthusiasm for learning.

2.3 English teaching ignores professionalism

The overall educational idea of higher vocational colleges is to train more applied-type talents. Therefore, in practical English teaching, we should emphasize practicality as our teaching method. However, at this stage, the English textbooks of higher vocational colleges are still ordinary textbooks, which cannot achieve the purpose of further highlighting the professionalism of English teaching. For example[5], some students majoring in mechanical manufacturing

In addition to general English learning, they have not been equipped with corresponding English textbooks for mechanical manufacturing, which makes students unable to understand many professional terms and vocabulary in machinery, unable to understand better, and has great impact on students' future work Obstruction. At the same time, many students think that general English has little relevance to their majors, which leads to their low interest in learning English.

3. Practical Paths of Cultivating Students' Professional Ability in Higher Vocational English Teaching Model

3.1 Innovative assessment methods for English teaching in vocational colleges

The further reform of teaching mode in higher vocational English is a key point that should be implemented in stages.

3.1.1 Basic stage

This stage is for the first semester of students entering vocational colleges. As a transition between middle school and higher vocational teaching, students can change their roles more quickly through English learning, so that higher vocational students can learn in the corresponding English[6]. During the study, improve their English language foundation as soon as possible, so that higher vocational students can better master the basic knowledge of English.

3.1.2 Workplace stage

This stage is set in accordance with the careers that students will engage in in the future, so that they can better master some common workplace terms and communication terms. Strive to lay a good foundation for students' professional English so that they can better transition to the stage of mastery of professional English in the process.

3.1.3 Industry Phase

This stage is extremely important. In English teaching in vocational colleges, this stage has a decisive effect on the improvement of students' final English ability. In the setting of teaching materials, different designs should be made in accordance with the majors of students. For students majoring in mechanical manufacturing, we need to design a special English textbook for their major. It enables higher vocational students to better link their knowledge of English with their majors and carry out stage teaching on the premise of full integration, so that they can better master

professional English skills.

In addition, we must attach importance to innovative English assessment methods in English teaching. It can be divided into 4 modules for corresponding assessment: classroom discipline, grades, practical ability and mutual evaluation of students. In the assessment process, these four modules must be integrated to make an overall evaluation, and the teacher must establish a learning portfolio for each student to reflect the actual learning situation of the students in a timely manner. It enables teachers to conduct comprehensive and comprehensive evaluation of students while teaching. Let the assessment of English learning in higher vocational colleges not be restricted to rules and forms, so as to achieve a comprehensive and detailed assessment of higher vocational students. At the same time, this method can effectively promote the adjustment of teaching measures and further improve English teaching in higher vocational colleges and students' English skills.

3.2 Update teaching concepts and change English teaching methods

In the context of the continuous reform of the national education mechanism, teachers in vocational colleges must change their teaching thinking, combine the development requirements of the times and the national education system standards, continuously update their teaching concepts[7], and use the most advanced teaching concepts as guidance. Continue to carry out the teaching of English courses in higher vocational colleges, and at the same time pass the latest vocational information to students, and use the society's needs and standards for English professionals to cultivate the professional qualities and abilities of college students in higher vocational colleges, so that college students can learn English thinking and concepts have also been better changed and updated, which is more conducive to stimulating students' passion and motivation to learn English, thereby laying a good ideological foundation for the better development of English teaching activities in vocational colleges. And use advanced educational ideas to guide and help students gradually acquire and improve their ability and level of learning English, and to better dig students' innovative thinking in specific English activities, which is more conducive to training students' English professional skills And professional ability.

Not only that, but also respect the individual characteristics of English majors in higher vocational colleges, and carry out personalized teaching in accordance with the status quo of students learning English courses, fully mobilize students' initiative, enthusiasm and creativity in learning English professional knowledge, and gradually train students Our ability to learn and use English knowledge independently, so as to continuously enrich and enhance students' English professional skills, and then lay the foundation for better employment for students. In addition to innovative teaching assessment methods, in order to cultivate students' good professional ability, vocational English teachers need to adopt creative assessment methods and comprehensively evaluate students from a macro perspective. Process assessment is particularly critical[8]. Teachers should take performance assessment as the main body and students' attitudes and abilities as an aid to reflect the fairness and comprehensiveness of the assessment results and provide some reference value for students' autonomous practice.

3.3 Improve School-enterprise Cooperation in Higher Vocational English Teaching Mechanism

In the current teaching of higher vocational English, more professional and efficient teaching mechanisms need to be developed for students, while innovation in traditional teaching mechanisms is required. The first is to reform the teaching of practical English in higher vocational education, highlight the feature of English practicality, and pave the way for English learning and

development[9]. At the same time, the use of English learning to strengthen their professional ability and improve the efficiency of teaching "help students master more professional skills and skills, and lay the foundation for work. Higher vocational colleges mainly cultivate more high-quality, high-level application-oriented talents for the country and society. In order to better cultivate the professional ability of English majors in higher vocational colleges, universities can establish strategic partnerships with some enterprises. Higher vocational colleges must continuously improve the teaching system and provide more practical bases and opportunities for students in higher vocational colleges through strong alliances with multiple enterprises, so as to promote better vocational college students Realize employment. Through school-enterprise cooperation, students can apply their theoretical knowledge of English majors to specific practical work. This will not only improve students' English professional skills, but also enable students to use English to communicate and communicate effectively. At the same time, It can also continuously cultivate and improve the ability of students to adapt to society, so that English majors in higher vocational colleges can better get employment and work.

4. Conclusion

In summary, in the context of economic globalization, the importance of English teaching is extremely important. Higher vocational colleges should keep pace with the times in the training of English majors, and innovate English teaching models, methods, concepts, content and assessment methods based on the current status of English teaching, and gradually build students' professional ability as the basis. Carry out English theoretical teaching and practical teaching, improve students' ability and skills in using English, and then improve their English professional ability.

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