

Research on English Teaching Reform in Higher Vocational Colleges from the Perspective of Vocational English Competence Cultivation

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Abstract: Since 1995, the employment situation of talents in higher vocational education has been declining. Among them, there are many influencing factors, the imbalance of talent demand in all walks of life is one of them. In addition, the model of education itself is not enough, the teaching structure is not scientific, and the talents trained do not satisfy the needs of the society; Moreover, the higher vocational learning level is not high, the student's knowledge level, the technical level, the comprehensive quality, are not so excellent. All of these further increased the employment difficulty. Due to the fast and tremendous growing of China's economy and the further acceleration with the process of internationalization, talents in various industries are required to realize the comprehensive application of professional knowledge and professional application of English (Wenyu, 1998). China's economic system continues to reform and the openness of the market continues to relax, especially China's accession to the WTO's great impact, China's talent demand structure has also produced a huge change, with high level of English and other English ability of talent in the market demand should not be available. Therefore, in order to adapt to the employment needs proposed by this market, the vocational education of high degree not only needs to change the development of ideas, improve the vocational quality of higher vocational students, but also emphasize cultivation of learners' good English foundation and practical communication in English application ability.

1. Introduction

The goal of vocational education is to train practical and practical talents with certain professional qualities and abilities for enterprises and other employing units. In addition, improving vocational English awareness especially comprehensive knowledge application level can greatly improve vocational students' employment competitiveness. However, the current English level in higher vocational colleges is at a low level, so how to improve the level of vocational ability in English training in vocational colleges is a problem that many modern researchers in higher vocational colleges begin to focus on and think deeply about. The research in this paper has certain theoretical and practical significance(Shi,& Liu, 2006).

2. Literature review

In The further education (FEU) published in 1984, The definition of skills is as follows: skills refer to various abilities to complete a certain professional task, including professional knowledge, emotional responsibilities and obligations of holding positions, and work experience. In 1992, the Australian government's vocational skills training institute considered competence to be a concept that fully embodies the integration of skills. The national CBET(competency based education and training) mechanism should not only include the basic application ability of English, but also help individuals to complete daily professional tasks. Geo Stalnton, a well-known expert in education research in the UK, has previously established a model of capacity test, which can more accurately describe a comprehensive and systematic viewpoint of integration capacity. Through the practice has proved that the model vocational ability refers to a position, all personal skills essential to work requirements, mainly including general knowledge of theory, technology and ideas, also includes the detailed working environment comprehensive view of many factors, such as the use of

flexibility, make its ability to serve for work, any one can force elements can successfully solve the professional task alone.

3. Existing Problems

3.1 The teaching concept has not been fundamentally changed

The task and purpose of public English teaching in higher vocational education are not specific. The purpose of higher vocational colleges is to improve students' vocational skills, that is, to focus on improving professional skills so that students can form their own knowledge system, skill system and quality system(Sanderson, 1993) . Nowadays, higher vocational colleges carry out dual education of specialty and skills, teaching students to master professional theoretical knowledge and have practical ability, with the ability of long-term self-development. Higher vocational English teaching is a public compulsory subject. However, due to a variety of practical factors, the purpose of English education has gradually become utilitarian. The purpose of English education is to learn English only for exams, while ignoring the practical application skills of English. Therefore, graduates can not adapt to the work needs of the problem is increasingly serious, is completely against the purpose of talent training(ZHAO & WANG, 2003) .

3.2 English education in higher vocational colleges lacks pertinence, effectiveness and technical features

The reform of higher vocational education has made it clear that it is the essential requirement and ultimate goal of English training in vocational colleges to train and transport vocational skilled talents who can meet the requirements of posts and professional practices. In the public English teaching of higher vocational colleges, not only the textbooks used have nothing to do with the major, but also the teaching contents lack of professional background, which also leads to a serious disconnect between public English and practice.

4. Re-establishment of higher vocational English teaching objectives

The traditional English teaching in vocational colleges is merely based on subject knowledge(Jigang, 2004) . Vocational competency standard (CBE) is an ideological orientation about vocational skills training and education that became popular in western countries in 1967. The theory emphasizes the practical operation ability, professional, method and social ability, which are the systematic learning and improvement of vocational skills in practice. In the process of learning, it is advocated that the educatee should exert his subjective initiative.

4.1 Social skills based on cooperation

As a member of the whole social group, a natural person should have the ability to adapt to social changes, that is, to deal with and include all kinds of complex relationships in the society, to carry out corresponding social contact at any time and anywhere, and at the same time to assume the due responsibilities and obligations. Western countries pay attention to the division of labor to socialize various tasks in the workplace. Employees should not only be able to get along with employees of the company, cooperate with them, and communicate with them without barriers, but also be able to effectively communicate with employees of other companies when conducting business.

4.2 Ability to think creatively

Students should closely combine the professional theories they have learned with their professional posts and apply them flexibly. These skills and strategies can guide students to effectively cultivate English communicative competence, master learning strategies and skills from the perspective of cognition and perception, and effectively carry out English learning, laying a good foundation for their future long-term development and constantly improving their comprehensive quality and ability. Theory is based on professional ability, and the English teaching

of higher vocational education and assessment mechanism urgently needs to inject new blood fluid, update the traditional concept, with professional demand as the guide, the basic language knowledge into language communication skills, to upgrade the traditional text type into skills type, pay attention to the higher vocational education to improve English ability, in practice flexible use, highlight educational characteristics.

5. Reform of English teaching methods in higher vocational colleges

5.1 Professionalization of classroom teaching

Students' learning in school depends on their classroom learning. Therefore, for a student's learning condition, improving their classroom learning efficiency is an effective way to optimize their academic results(Jigang, 2005) . According to the students' basic learning status, the classified teaching method will be adopted to highlight the students' learning subject status, supplemented by the teachers' method. Endow the whole classroom teaching environment with vitality. This requires teachers to own a high willing of the ability to master, targeted training of students' employability, improve their overall quality.

(1) Improve students' communication skills by means of dialogical teaching. In the practice of English teaching, the dialogical teaching method is often used by teachers to improve students' English

(2)For reading learning content need to emphasize the students' practical use

At present commonly used high vocational books as "new practical English" and "new horizon English reading and writing tutorial" and so on, the content of these textbooks and the students will work in the future of business contract, you see professional text data and instruction documents not a lot to do, so, the teachers need to have attention on these problems, targeted to solve students will work in the future.

5.2 Professional learning content

For students with different levels of English, we should improve their foundation techniques, practice hearing, talking, reading and writing, show their professional skills from basic training, lay a good foundation for learning professional English, and strive to achieve the "three modernizations". First of all,

Simulate the job site, set common scenes, and exercise students' basic English ability; Second, modularization of professional English: it is divided into business English, legal English and architectural English according to different professional fields, and then carry out planned, purposeful and focused English learning according to different requirements of different fields. The third is the fun of humanistic English: the main content is related to dreams, ethics, employment quotes, movies, songs, books and works of art, etc., so that students can not only improve their English level, but also improve their own humanistic culture, make English learning more attractive.

6. Transformation of English training evaluation in vocational colleges

Establish the curriculum "evaluation system" mode aiming at vocational competence. In the vocational education system, it is not only need to adhere to the guidance of vocational competence in the teaching process, but also to adhere to the policy of vocational competence in the evaluation mechanism. In the author's opinion, to build an efficient English evaluation mechanism for college vocational education, the first is to make clear the evaluation standard, which should be founded on the teaching objectives of public English courses in college vocational education. Currently, most college vocational education institutions in China have not established their own English teaching evaluation mechanism(Hu,& Sun, 2006).

The ab-level test of English application ability formulated by the national education system serves as the English teaching evaluation of our school, and the result of this test mechanism is the quality of our English teaching. Although this practice has certain merits, it is very one-sided and cannot fully reflect the teaching problems. Therefore, vocational colleges and universities should

establish a set of evaluation system that can systematically reflect students' English learning status and teachers' teaching problems according to their practical needs. This mechanism is not only to test students' basic English skills, but also to help them apply their practical English skills and strengthen their professional skills.

7. Summary and prospect

In the teaching process of college vocational students, it is necessary to own a deep awareness of the language skills and ability of the employing unit for higher vocational students, and then carry out symptomatic teaching, which is helpful for the future employment of students. In order to shorten the gap of students' English level caused by the traditional teaching method, it is necessary to change the current training method of public English teaching in vocational competence training and effectively establish systematic and efficient English teaching in vocational colleges.

In a word, college vocational public English teaching must start from the perspective of employers' requirements on students, take future employment as the goal, form corresponding English teaching methods, and improve students' vocational skills, professional quality and other aspects. Therefore, in the process of teaching, teachers must fully train students' learning ability and gradually guide them towards the path of self-learning and self-creation to improve them

Lifelong learning and innovation. To meet the English requirement of college vocational education, we should provide professional talents with high ability for various industries in China.

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