

Research on the Effectiveness of English Classroom Teaching in Higher Vocational Colleges

Tu Kang

Wuhan International Trade University, Wuhan, Hubei, 430205, China

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Abstract: With the acceleration of economic globalization, the importance of learning English becomes more and more obvious. However, there are still many outstanding problems in English classroom teaching in higher vocational colleges. Therefore, the author studies the effectiveness of English classroom teaching in higher vocational colleges. It also analyses how to improve the effectiveness and quality of English classroom teaching. Studies have shown that with the rapid development of China's economy, communication with countries around the world is becoming more and more extensive, and English as an international lingua franca, higher vocational colleges put the application of English-speaking talents in the first place in English teaching. The traditional teaching mode should be changed, and the personalized classroom teaching and the English self-learning mode should be effectively combined to give students more targeted suggestions and guidance to improve the quality of English teaching and the English level of students.

1. Introduction

The development of economic globalization has made more and more contacts between countries, and it is more necessary to communicate and connect through language. English has played an important role in this connection [1]. As a school that trains technical talents, higher vocational colleges need to combine knowledge and practice with teaching work [2]. The curriculum objectives of higher vocational English should be mainly focused on the application, focusing on the cultivation of English comprehensive application ability combined with the professional knowledge in the context of professionalism, highlighting language use ability and professional ability [3]. The goal of English teaching in higher vocational colleges is to develop the comprehensive application ability of students' language, especially the listening and speaking skills. How to use English to communicate orally and compile written documents in Vocational College Students' work and social intercourse after graduation is an indispensable part of modern education and teaching [4]. Many college students and middle school students have learned a lot of authentic English through watching English movies and English TV programs, which is also a kind of acquisition [5]. As the direct undertaker of Cultivating High-skilled Talents in production line, how to improve the quality of talent cultivation in higher vocational colleges is a key issue [6]. In daily activities and business activities concerning foreign affairs, simple oral and written communication will be carried out, which will lay the foundation for further improvement of English communicative competence in the future. If we want to achieve the goal of basic requirements, at present, the effectiveness of classroom teaching in higher vocational colleges should be paid enough attention.

English teaching in higher vocational colleges should serve the goal of professional training [7]. According to the requirements of "Basic Requirements for English Teaching in Higher Vocational and Technical Education" of the Ministry of Education. The aim of English teaching in higher vocational colleges is to enable students to master certain basic knowledge and skills of English, and to have certain abilities of listening, speaking, reading, writing and translation. Thus, we can read and translate relevant English business materials with the help of dictionaries [8]. As an important part of higher vocational education, public English in higher vocational colleges has attracted much attention in the development of its effectiveness teaching (ie, the actual results of teaching). The question of "how much is the possibility of acquisition in the Chinese environment"

depends on the learning environment of each learner [9]. As far as classroom learning is concerned, the current primary school English classroom is mainly taught by various activities. If there are more classes, the primary school students learn English almost every day, which greatly enhances the possibility of acquisition [10]. Only by enhancing students' self-learning ability, improving their comprehensive cultural quality and taking English learning as an interest, such learning emotions can better promote the fun of students to communicate in English. This is the key to learning English well. The English course in higher vocational colleges is a public basic course offered by higher vocational colleges, and it is also a main course. Inaccurate understanding and positioning of teaching objectives directly affects the design and organization of classroom teaching, which in turn affects the effectiveness of classroom teaching.

2. Reasons for the Inefficiency of English Classroom Teaching in Higher Vocational Colleges

The teaching goal is the starting point and destination of all teaching activities, and plays a guiding role in determining the teaching content and selecting teaching methods. However, as far as the content of the textbook is concerned, the selected subject matter is not novel, it is difficult to attract students, and it is not suitable for the English teaching needs of higher vocational colleges. Middle school students and college students are more likely to accept learning in the classroom. Most of the contacts are direct information, and the degree of acquisition is relatively low. Higher vocational students are no exception. In recent years, along with the rapid development of the economy, the enrollment scale of higher vocational colleges has also increased substantially, and the types of students have diversified: there are ordinary college entrance examination students who participate in the national unified examination, as well as secondary vocational students who participate in the unified examinations of the provinces. At the same time, some higher vocational colleges organize their own qualifications and examinations for self-enrollment students. Taking the theme and content of the article as the teaching objective leads to less understanding of students' learning strategy training and cross-cultural knowledge, and weak autonomous learning ability. Taking language skill training as the teaching goal leads to neglect of professional background and practical application of language. Because the textbooks are not suitable for the characteristics of students in Higher Vocational colleges, teachers always explain in class and students passively accept them. Therefore, how to promote students' second language acquisition in a limited and valuable classroom is a topic worthy of exploration.

When it comes to teaching, whether it is teachers' teaching or students' learning, it is unavoidable to achieve it through students. The diversification of students not only provides more opportunities for students to receive education, but also highlights the uneven basis of students' entrance performance, which is particularly prominent in English achievement. Studies have shown that most English classroom interactions are mainly conducted by teachers asking questions and then students answering them. Questioning in class is one of the teaching skills commonly used by teachers. Practice shows that this cramming teaching mode leads to inefficient classroom teaching. Therefore, the appropriateness of textbooks to students largely determines the effectiveness of classroom teaching. Most English classes still use teacher-led instructional classroom instruction, and teachers teach the course content according to established teaching procedures. At the same time, the teachers did not understand and master the students' actual level and learning ability before the class, and taught on this basis. The teacher's teaching was separated from the students' reality, which led to the low effectiveness of teaching. For example, first introduce background knowledge, text knowledge points, teacher and student questions and answers, after-school exercises, and assignments. Although some teachers have improved the classroom teaching effect, they have targeted design for certain links. Therefore, the single traditional classroom teaching mode is still cultivated a large number of "dumb" English, the actual application ability of English does not meet the requirements, it is difficult to meet the needs of enterprises for higher practical professionals.

3. Ways to Improve the Effectiveness of English Classroom Teaching

At present, there are many kinds of English textbooks for higher vocational colleges. The key to selecting textbooks must follow the principles of “learning a little, using one point, using one point”, “speaking, reading, writing and translating” and “using learning while using, learning and combining”. Specifically, effective teaching means that after a period of teaching, the teacher has achieved specific progress or development. If teachers can build a platform for English communication on this basis, join some foreign students to conduct interactive learning exchanges. Such network communication can be done without face-to-face, and some timid and shy students can also use this to exercise their communicative skills and become confident. Reference questions can promote effective communication between teachers and students. It can be said that the display question is the necessary prerequisite for answering the reference question. According to students' personality and professional characteristics, we should improve teaching and educational methods in time, return the initiative of learning to students, and let students create and experience the happiness of success on their own initiative. Therefore, the first English lesson is very important for students to learn English later. For the first time, teachers need not rush to arrange relevant English teaching contents. They can set it as a tutorial course. Its main contents include course introduction, students' questions and teachers' answers. In addition, the relevant departments should grasp the workload of College English teachers, improve their salary system, and provide a relaxed and pleasant teaching environment for teachers, so as to achieve the best teaching.

The teaching of English course in higher vocational colleges is based on application and aims at application. To evaluate the effectiveness of classroom teaching depends on whether it stimulates students' initiative and enthusiasm in learning and whether it enables students to master effective learning strategies. Has it improved students' abilities in some aspects? Have you mastered some knowledge? Can we use the knowledge and skills we have learned to solve practical problems? The most critical point is that the textbook must pay attention to training students' ability of practical application of language, combining the basic knowledge of language with the ability of practical application of knowledge. On the platform, teachers can upload a variety of English materials for everyone to learn, or you can conduct online test tests for different students, to achieve online teaching assignments, online correction of test papers. The concept of lifelong learning. Higher vocational English teachers not only need to have solid English professional knowledge, but also must have knowledge related to the professional education of the students they teach. Teachers need to choose the combination of teaching content, teaching objects and their own teaching style. Based on the author's teaching experience for more than ten years, the following three teaching methods are suitable for public English teaching in vocational colleges and are effective teaching methods. Answering students' questions online, such interactions can enable multiple people to exchange and learn at the same time, saving a lot of time. With a clear direction and the right approach, students can learn English with less effort.

4. Conclusions

In summary, there are some problems in English classroom teaching in higher vocational colleges, which affect the teaching effect. Improving the effectiveness of college English classroom teaching has become an important topic that cannot be ignored in vocational English teaching. It needs to continuously strengthen teaching reform and establish an effective teaching mode. It requires more public teachers to continuously improve their teaching ability, fully mobilize the enthusiasm and initiative of students, and make classroom teaching lively. Over the years, the study of English classroom teaching in higher vocational colleges has been carried out, and the teaching mode, teaching methods and teaching methods have been boldly tried and achieved good teaching results. After class learning, students can also digest the knowledge they have learned through the campus network in their spare time. In order to better motivate their enthusiasm, some credit awards can be given to further improve the implementation effect of autonomous learning. On the one hand,

English teaching is conducted in face-to-face communication between teachers and students. On the other hand, various exchanges between teachers and students take place in the classroom, which provides students with an important opportunity to learn English. Whether this teaching goal can be achieved effectively depends on the teachers' comprehensive quality and their ability to effectively carry out classroom teaching and management.

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