

Research on English Teaching Reform in Higher Vocational Colleges under the Background of Educational Supply Side Reform

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Abstract: In order to adapt to the requirements of economic development under the background of the new era, higher vocational education is a very important part of the national education system, and education supply side reform must be carried out. This paper analyzes the dilemma faced by English teaching in higher vocational colleges from the perspective of supply-side reform of higher vocational education. In English teaching, it is necessary to change the teaching mode and connect with the industrial structure to create a "double-type" full-time English teacher team to construct information. The teaching mode is adopted so that English teaching can meet the actual needs of learners.

1. Introduction

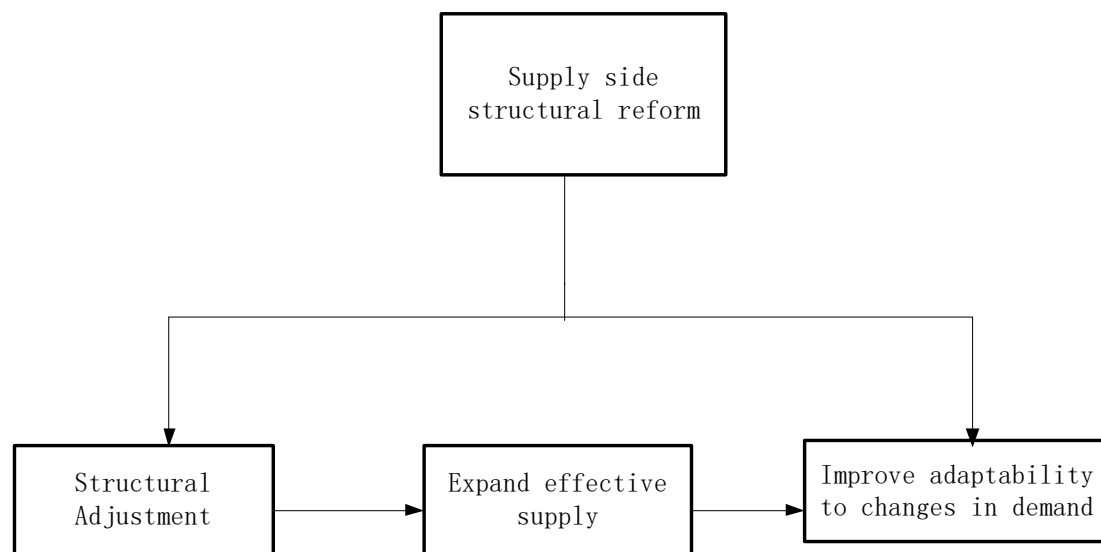


Fig.1. Supply side structural reform

The supply-side structural reform is an economic term. It refers to improving the quality of supply, using reforms to promote structural adjustment, correcting distortions in factor allocation, expanding effective supply, and improving the adaptability and flexibility of supply structure to demand changes. The land meets the needs of the broad masses of the people and promotes sustained and healthy economic and social development. Supply-side reform can be divided into reforms in both economic and social areas. The education supply side reform belongs to the social field. Its core is to expand the supply of quality education resources, optimize the allocation of educational resources, and provide more and better educational choices for educators. The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) proposes that higher education should focus on expanding the scale of application-oriented, compound, and skilled talents. As a very important part of the national education system, higher vocational education must carry out education supply side reform in order to adapt and lead the new normal of economic development. Higher vocational public English teaching has achieved certain results after long-term development, but there are still many problems, such as the traditional teaching method, single form, and the teaching content is not close to the actual work. Although

most students have accepted English for one to two years while they are in school, they graduated from work and found that they did not have the English skills they needed for their jobs. This phenomenon shows that the products provided by the supply side can no longer effectively meet the needs of students. Even when the demand side has undergone profound changes, the vocational English teaching as the supply side has not made timely adjustments according to the needs. Therefore, it is time to consider how to promote the reform and innovation of vocational English teaching in the context of education supply side reform.

2. The status quo and problems of English teaching in higher vocational colleges

2.1 The current teaching mode cannot meet the professional development needs of students

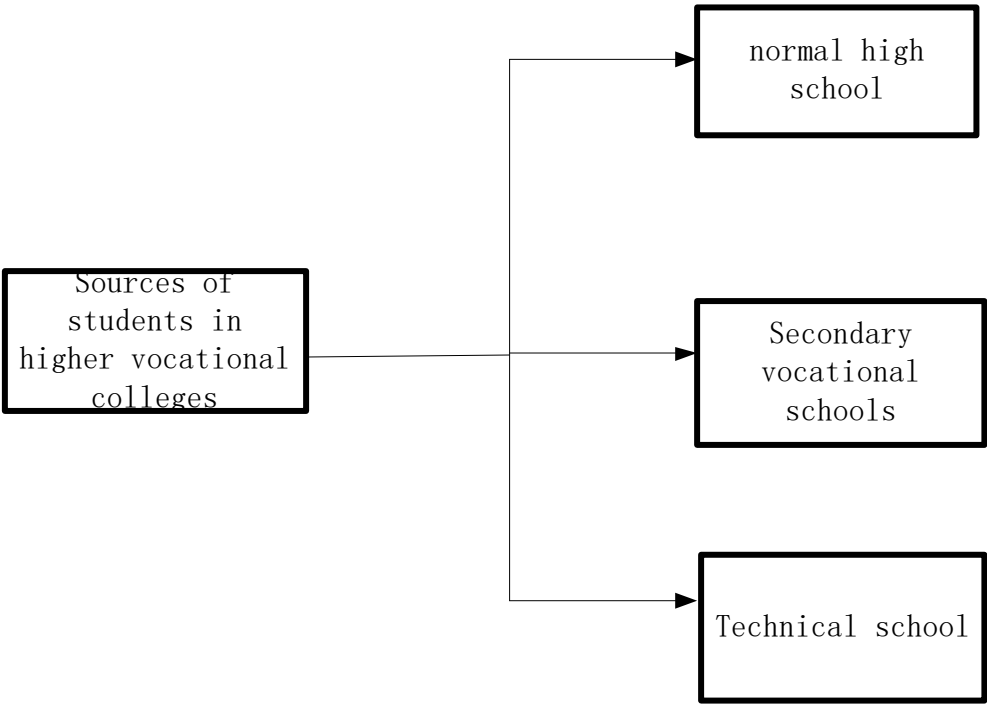


Fig.2. Vocational school students source

The structure of students in higher vocational colleges is more diverse. Part of the students come from ordinary high school students. This group of students is weaker in learning and less able to learn from undergraduate students. The other part comes from the counterparts of secondary vocational schools and technical schools. The learning ability of these students is uneven. The learning ability and learning foundation are relatively large compared with the high school graduates. At present, most of the higher vocational colleges have a large number of public English classes, basically more than 40 people, and some classes even reach hundreds. Excessive class size is not conducive to class management, and teachers are not very easy to carry out activities in the classroom. There is less interaction between teachers and students in the classroom, teachers can not pay attention to each student, and students have very few opportunities to gain language practice in the classroom. In the context of “Internet +”, colleges and universities have applied new teaching models in English classes, such as micro-curriculum, MOOC, flipping classrooms, etc. However, the effects of these new teaching models are influenced by class size, student learning, and hardware. The constraints of factors such as equipment have brought new ideas to classroom teaching for a period of time, but the teaching effect remains to be seen. Students in higher vocational colleges need to take the English proficiency test for higher vocational education and the fourth and sixth grade examinations. The school adopts the passing rate of these grade examinations as the teaching evaluation standard. In the classroom teaching, the teachers mainly explain the questions and contents of the relevant grade examinations, instill a lot of knowledge of English words and grammar rules, neglect the cultivation of English language application ability, and the

content of the courses is out of line with the requirements of professional positions. Students feel that this kind of English learning is an extension of the middle school era. The curriculum content preparation does not start from the needs of professional positions. Over time, there is resistance and even resentment to English learning. This teaching mode of partial grammar learning and light English application skills training has led to the lack of job application skills of many higher vocational college graduates. Generally speaking, the current English teaching objectives are utilitarian, the teaching form is large, the teaching evaluation is relatively simple, and the classroom teaching content is deeply influenced by the exam-oriented education. These conditions have greatly restricted the improvement of English teaching quality and learning in vocational colleges.

2.2 Problems in the team of English teachers in higher vocational schools

The education supply side reform should be adjusted from the supply side. In addition to reforming the school system, curriculum and professional construction, the most important thing is the construction of the teaching staff. Most of the English teachers in higher vocational colleges went directly to the post of teachers after graduating from school. Although they have mastered the systematic theoretical knowledge, they have major defects in professional technical ability and work practice experience, and lack of English classrooms practical experience. According to the relevant provisions of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020), in the modern vocational education system, higher vocational education workers should have professional knowledge, professional accomplishment and teaching management ability that meet the needs of economic and social development., the ability of theory to connect with reality. English teachers are no exception. At present, most schools do not pay attention to the follow-up development of teachers when they reduce their English classes one-sidedly. There are very few opportunities for English teachers to get off work and train in other professional fields. English teachers face the pressure of professional titles, and they also have to write scientific research papers while supporting the burden of teaching, lacking support at the policy level. Some higher vocational colleges employ some enterprise personnel with strong practical ability and solid professional skills. However, these personnel often have insufficient academic teaching ability and it is difficult to effectively transfer professional knowledge.

3. The Enlightenment of the Reform of Education Supply Side to Promote the Reform of English Teaching in Higher Vocational Colleges

The supply-side reform of higher vocational education needs to improve the quality and efficiency of the supply side, so that the supply of education at the supply end can meet and meet the needs of learners, both to meet the personal development of learners and to meet the needs of future society.

3.1 Design a variety of teaching modes such as “English + Professional” according to the needs of professional positions

The theory of demand analysis is closely related to the learning objectives of learners, and the analysis of learners' learning objectives and environment is put in the first place to meet the learning needs of learners at all levels. The goal of English teaching in higher vocational colleges is to enable students to work proficiently in English in their jobs. At present, the correlation between English public courses and professional English courses is not strong, and the connection is not smooth. In order to change the current situation of poor teaching results, higher vocational colleges should combine English teaching with student needs, set up the "English + Professional" curriculum model, and build a curriculum, training, practice training platform. First, use the part of the class to teach the basic content in the class assignment, and consolidate the student's English foundation. Secondly, associate the learning content of each major with the future workplace, create a simulated language environment, simulate the future work scene, and let the students speak the language in the context. Learning and exercise; In addition, after the student actually works, actively track the results and feed back to the college. Under such a teaching mode, students' enthusiasm for learning

English will be greatly improved, they will feel that English learning is more practical, and the English classroom is also based on the actual needs of students, and the teaching effect will be greatly improved. In addition, English teachers need to improve their ability to use educational technology, make full use of modern means, use micro-curriculum, flip classrooms and other teaching modes. In-class and out-of-class learning activities are carried out through communication tools such as WeChat and QQ. Under the new teaching mode, teachers are no longer the single role of instilling knowledge, but the leader and supervisor of student learning. This “student-centered” teaching model will greatly enhance students' enthusiasm for learning and participation.

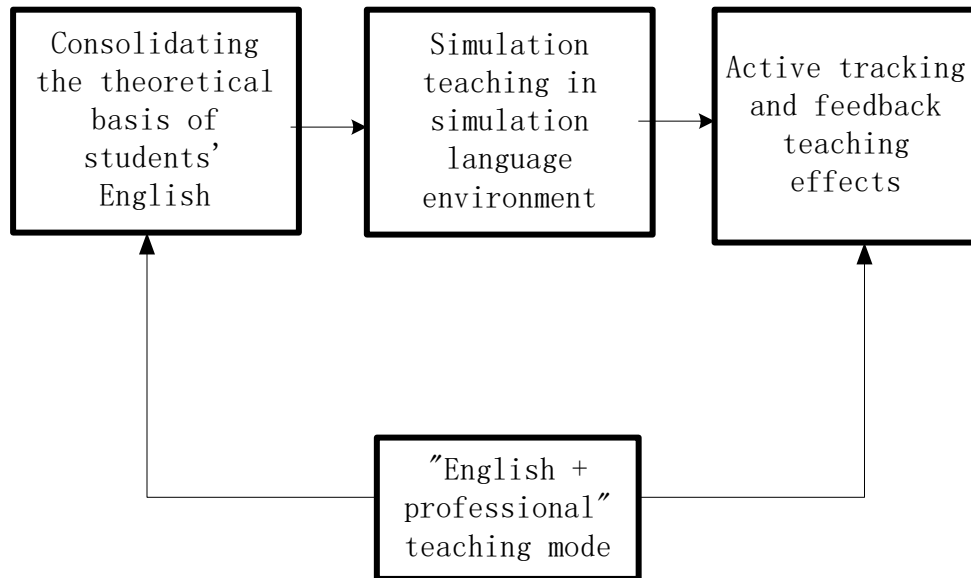


Fig.3.English+professional teaching mode

3.2 Construction of a "double-type" full-time part-time teacher team

One of the effective ways to achieve the goal of higher vocational education is school-enterprise cooperation, which requires the joint efforts of enterprises, schools and teachers. Higher vocational colleges should create various conditions for teachers, encourage teachers to participate in various forms of on-the-job training, and establish long-term reward mechanisms to enhance teachers' enthusiasm and self-confidence. The school should increase the number of part-time teachers, hire enterprise technical personnel to be responsible for the teaching and practical guidance of the practical courses, and form a well-structured "double-type" teacher team with the teachers in the school. Teachers should actively carry out transformation based on the support of schools and cooperative enterprises, participate in the internship and research and development of enterprises, collect information on personnel training programs in the course of practice, and cooperate with enterprises to jointly develop courses and teaching materials. Enterprises should enhance their sense of cooperation and participate in the construction of teachers in higher vocational colleges. This will help build a mechanism for integration of production and education and bring long-term benefits to enterprises.

4. Conclusion

From the perspective of education supply side reform, the study of English teaching reform in higher vocational colleges can solve the problem of source in the whole English teaching, improve the quality of the supply side according to the goal and needs of vocational education personnel training, and thus improve the learning ability of students in higher vocational colleges and applying capabilities, and promote the rapid and healthy development of vocational English education.

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