

Research on English Teaching Reform in Higher Vocational Colleges Based on Oral English Skills Competition

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Abstract: Through the research on the present situation of English teaching reform in higher vocational colleges based on the oral English skills contest in the past, this paper summarizes and analyses the characteristics of the present situation of English teaching. This paper explores the principles and methods of English teaching reform in higher vocational colleges based on oral English skills contest, and studies the evaluation mechanism suitable for its development. This paper explores the improvement and methods of college English teaching under the background of the English Speaking Skills Competition. Oral English Competition provides a good platform for English teaching in higher vocational colleges, and puts forward higher requirements for English teaching and learning in higher vocational colleges. Its purpose is to deepen the teaching reform of English course in higher vocational colleges, strengthen the cultivation of students' vocational English ability, and improve students' oral English expression ability. Starting from the characteristics of vocational education, the contest aims to stimulate students' oral English ability and enhance their enthusiasm and enthusiasm for learning English. It attracts more and more excellent teachers and students to participate in the contest. From school level, provincial level to national level, it has become the touchstone to test the quality of English teaching in vocational education. How to reform college English teaching based on oral contest will be a hot topic for further research.

1. Introduction

Vocational college skills competition refers to the students' vocational skills competition and teachers' teaching skills competition organized by the education department and jointly organized by the relevant departments and industries, or entrusted by the Ministry of Education, which are for vocational students and full-time teachers. The vocational college skills competition can be divided into the following groups: the Ministry of Education's leading group; national vocational skill contest organized by the provincial education administrative department or commissioned by the Ministry of Education; intramural skills contest organized by vocational colleges, the purpose of the competition is to establish the concept of "everyone becomes a talent" and to guide the establishment of a talent evaluation system in line with the rules of vocational education. According to the post requirements, promote the professional reform and construction of vocational colleges, improve the pertinence and effectiveness of vocational education personnel training. Vocational skills competition is one of the important means to promote the construction of high-skilled talents in China. The National Practical English Speaking Competition for Higher Vocational Colleges began in 2004 and was included in the National Vocational College Skills Competition in 2011. Its purpose is to improve the students' oral expression ability and the comprehensive ability of proficient use of English in workplace activities, guide other majors to transfer high-end skilled talents to the international field, and provide talent reserve for training international talents.

2. Current situation of the study

2.1 Study abroad

Vocational skill competition is an organized mass competition based on the national vocational skill standard and combined with the actual production and operation work, focusing on highlighting

operational skills and solving practical problems. Professional competitions around the world began after World War II. As the post-war economy began to recover, various industries began to develop rapidly, and the requirements for vocational skills began to improve gradually. In 1950, Spain and Portugal launched and founded the World Skills Organization, and in 1951 they began to hold competitions. During the first ten years, mainly European countries participated, and since 1972 Asian countries have participated. European countries participated earlier, and formed a relatively complete competition system in competition category, competition participation, competition organization, competition recognition and award policy. In the report of the World Skills Foundation's International Project "Research Program for Vocational Elite Development", it is analyzed that under the background of globalization, skills training is no longer just to enable workers to operate and monitor machines, but to develop high-level cognitive skills, including problem solving, decision-making and teamwork, which must be able to put them into practice and put their learning to move from one job to another new jobs. This means that vocational education and training in the 21st century need to provide opportunities for learners to participate in and solve various challenges in work.

2.2 Domestic research

The competition sections are divided into four parts: 1.'Presentation', 2.'Interview', 3.'Role-play', 4.'Debate'. Each section focuses on the workplace and emphasizes the principle of authenticity and practicability. Therefore, students participating in the competition are not only required to have good oral communication skills and quick reaction ability, but also need to have a certain degree of professional knowledge and professional accomplishment. Thus, the in-depth study of the oral contest can not only enable teachers to consciously strengthen the cultivation of students' language ability and professional quality in oral English teaching, but also clarify the guiding role of the contest in the reform of oral English teaching in higher vocational colleges.

In 2018 Zhang Weijuan's "English Teaching Reform in Higher Vocational Colleges Based on Oral English Skills Competition", starting from the background of Oral English Skills Competition, analyzed the current situation and existing problems of English teaching in higher vocational colleges, explored the introduction of skills competition learning mode in English classroom teaching, and proposed improving the evaluation system, integrating teaching resources, teaching students in accordance with their aptitude, and strengthening school-enterprise cooperation strategy.

In 2018, Huang Minfang summarized the Enlightenment of the Contest on College English Teaching by studying the basis of the contest. The leading role of oral English competitions will actively promote the reform of English curriculum in higher vocational colleges, stimulate students' interest in learning English, achieve the interaction between teaching and learning, and ultimately achieve the goal of training students to engage in international business activities and international exchanges.

The above-mentioned oral English skills contest provides a good basis for our further research on the teaching reform of oral English skills contest in higher vocational colleges. On the basis of these studies, this paper will focus on the reform of English teaching in higher vocational colleges based on oral English skills contest in a more comprehensive and in-depth way at the macro level, with a view to providing theoretical support and practical basis for the implementation of English curriculum reform in higher vocational colleges.

3. The design for the Research on English Teaching Reform in Higher Vocational Colleges Based on Oral English Skills Competition can be divided into two parts

3.1 Research the methods and means of constructing the English teaching reform based on the oral English skills competition in higher vocational colleges.

To create a student-oriented teaching environment. Build a school English teaching platform. To train students to become English learning leaders and managers in an English environment. For example, the class commissary in charge of studies is the English study leader in the English

environment, leading the English study. Teachers are managers who manage the content of learning and are responsible for maintaining a healthy learning environment.

3.2 Study the means to improve the level of teachers.

The teaching environment of spoken English requires more and more teachers. Therefore, English teachers are required not only to be competent for the current routine teaching tasks, but also to learn more non-English knowledge areas, so as to facilitate better tutoring of students in English contests. Through various training and learning, they should study in a targeted manner, and strive to master the relevant knowledge in the fields involved in the English oral contest, so as to improve their own quality, and adapt to the teaching of oral English contest.

The main objectives of this research are: Based on the study of the reform of English teaching in higher vocational colleges based on the oral English skills contest, a new online and offline teaching mode of "student-centered, teacher-led" is established. Through the creation of oral English situation, stimulate students' interest in learning, improve students' English listening and speaking ability and comprehensive ability to use English. It aims to cultivate students' ability of autonomous learning, problem solving and exploratory learning, and at the same time improve the quality of teaching.

4. The specific measures for implementation:

4.1 Change teaching methods and stimulate students' subjective initiative.

According to the test questions of the comprehensive oral English competition, it can be seen that the competition emphasizes students' comprehensive English application ability. However, the current classroom teaching time is limited, so the teacher must change the teaching method of classroom teaching, find ways to improve students' learning interest, and make students actively participate in classroom activities and become the master of the classroom. In addition, teachers should pay attention to cultivate students' independent learning concept and ability, give play to students' subjective initiative, independent learning of English after class, improve their ability. Finally, for those students who are nervous about speaking in front of the public, teachers should encourage and praise students, appropriately affirm the progress made by students in and out of class, so that students can gradually form self-confidence in speaking English and enjoy the joy of success, so as to form a virtuous circle, give full play to their enthusiasm, and help students improve their ability of learning and using English.

4.2 We should change the teaching concept of English in higher vocational colleges and pay attention to the improvement of students' oral ability.

In the limited English class hours, the proportion of listening and speaking training should be increased. Only by increasing enough input of reading and listening, can students have a smooth oral output. Firstly, teachers should attach importance to listening courses. In listening classes, students are required not only to understand and complete the topic, but also to repeat sentence by sentence and to retell the general idea, because the accumulation of listening input is the basis and prerequisite for the output of oral expression. Secondly, teachers should not only speak English in class, but also encourage students to speak, practice and use English more. They can use speech, repetition and topic development methods to train students. If we can arrange 2-3 students to give two-minute speeches before each class, which will not only improve students' oral skills, but also overcome their fear and fear of public speaking and enhance their self-confidence. Or after learning each text, the teacher lists the Keywords and phrases on the blackboard, and then asks the students to retell the text on this basis, which not only reviews the key language points, but also makes the students' oral English get a good exercise. In addition, when entering a new unit, the teacher may carry on the spoken language practice regarding the new topic. Designing several specific related issues, organizing students to discuss, and then the teacher makes a final summary, these practices can improve students' oral skills invisibly.

4.3 Carrying out the second classroom activities.

Actively carrying out the second classroom activities, creating an English learning atmosphere for

students, effective second classroom activities, can create a good English language and cultural atmosphere for students and English practice opportunities, can make up for the shortcomings of English class hours caused by the lack of English practice opportunities. Regular activities such as English learning month, English corner, English culture lecture, watching English original movies, English song contest and English knowledge contest on campus can not only exercise students' communicative competence, but also help students understand western culture, understand the cultural differences between China and the West, thus promoting language learning and enhancing their interest in English learning.

4.4 Reform the evaluation method of learning level and add oral test.

Changing the previous learning evaluation methods of hourly performance plus final written test results and adding oral test to the learning evaluation methods also promote students to attach importance to the improvement of oral skills to a certain extent, which reflects the goal of training students' practical English ability in higher vocational colleges. There are many ways of oral test, which can be monitored by the examiner at the end of the semester. The three-minute oral test, including reading aloud, retelling passages and answering questions orally, can test students' oral proficiency. It can also strengthen oral practice time in normal classroom teaching and record students' achievements.

5. Conclusions

"Promoting teaching by competition, promoting learning by competition, promoting construction by competition and promoting reform by competition" is the fundamental purpose of vocational skill contest. It is of great significance to let more students participate in the contest so as to improve all students' English ability, especially their listening and speaking ability, and generally improve the quality of English teaching in higher vocational colleges. Under the boom of oral English contest, English teachers in higher vocational colleges need to give full play to the positive influence of oral English contest, and adjust the teaching focus and core content of English course appropriately. In view of the lack of research and attention to the teaching reform based on oral contest, it is necessary to carry out relevant theoretical research, which can enrich the theoretical and practical system of curriculum reform.

It will provide theoretical support for college English curriculum reform and curriculum construction. Through the research of this topic, we can make a comprehensive verification and review of the basic theory of curriculum reform from the course content, teaching mode, learning mode and evaluation mode. It provides theoretical support and methodological guidance for the implementation of college English teaching objectives under the background of curriculum reform, and further enriches its connotation.

This paper studies the reform of English teaching in higher vocational colleges based on oral English skills contest, constantly adjusts the system of English teaching in higher vocational colleges, and better conforms to the trend and trend of the times. To cultivate students interest in learning English, and realize the close relations between English learning and professional courses, to master English skills induction to personal career development, through the rigors of the part in the English contest and scientific guidance of higher vocational English teaching personnel, comprehensive improve students English power of expression, to the long-term development of students' personal career, realize the talent cultivating target in higher vocational colleges.

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