

Research on Teachers' Professional Development Based on Vocational English Teaching

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Keywords: Higher vocational education, Professional english teaching, Teacher specialization, Development strategy

Abstract: With the gradual advancement of public English teaching reform in higher vocational colleges, professional English teaching, as an important part of higher vocational English curriculum, has become a new trend of education development, which needs to be standardized and optimized. This paper introduces the meaning of professional English teaching and the significance of teachers' professional development, mainly analyzes the current situation of vocational English teaching, and puts forward the development strategies for professional English teachers.

1. Introduction

With the gradual advancement of public English teaching reform in higher vocational colleges, basic English teaching is gradually transiting to professional English teaching. Professional English teaching plays an important role in cultivating high-level comprehensive talents, which also places greater demands on teachers' teaching skills. However, some problems remain in the process of vocational English teachers' professional development, which need to be solved in time to improve the teaching level.

2. The Meaning of "Professional English Teaching"

The concept of "professional English teaching" was put forward for the first time in the reform of public English teaching in higher vocational colleges since 2008. Although there is no authoritative definition of this concept, it can be roughly understood that "professional English teaching" refers to the teaching of English knowledge related to a certain profession according to its literal meaning. It is clearly required in the document that higher vocational colleges should not only pay attention to the teaching of basic English, but also pay attention to the introduction of professional English. The two aspects should be organically combined in the actual teaching process, so as to expand and extend the students' basic English knowledge on the basis of cultivating their practical application ability in a certain profession.

3. The Connotation of "Professional Development of Vocational English Teachers"

As a type of professional specialization, teachers' professionalization requires teachers to maintain the concept of lifelong learning, continuously advance their professional knowledge and

skills, and make continuous efforts to become an excellent educator. Specifically, the professionalization of teachers in higher vocational colleges requires teachers to combine the actual characteristics and learning situation of higher vocational students, constantly learn and summarize experience, and make better use of their professional knowledge to help students improve their academic performance and cultivate professional skills.

The most important thing for teacher professionalization is teacher professionalization development, which means that teachers should take the responsibility of professional development actively. By constantly improving their vocational education teaching ability and teaching philosophy, teachers can serve the professional English teaching in higher vocational colleges.

4. The Current Situation of teachers' Professional Development in Vocational English Teaching

4.1 The Faculty Structure is Not Reasonable.

According to the data displayed, most of the English teachers in higher vocational colleges only have the bachelor's degree. There are fewer English teachers with senior titles, postgraduate and doctoral degrees. The proportion of young teachers in the teaching staff is relatively low, and the overall education level of teachers is low. Therefore, the professional level of teachers still needs to be improved, and the promotion of teachers' academic qualifications also needs efforts. In addition, in view of the heavy workload of English teaching in higher vocational colleges, most teachers lack enough time and energy to carry out the reform and practice of scientific research projects and teaching methods, which also shows that teachers in higher vocational colleges still lack sufficient attention to teaching reform and scientific research.

4.2 There is a Shortage of Double-Professionally-Titled Teachers.

Double-professionally-titled teachers are the characteristics and key points of the construction of higher vocational education teachers. It has become the common requirement of the society and the educational circles to strengthen the construction of the double-professionally-titled teachers. There is no clear concept of double-professionally-titled up to now, but according to the literal interpretation, it can be generally understood as teaching staff with "double professional title" or "double quality".

Professional English teachers are mainly English major teachers, supplemented by specialized course teachers with better English skills. Compared with the latter, English major teachers have higher English basic skills and professional quality. In the actual teaching process, they can explain grammar knowledge for students more clearly. However, because of the lack of complete and deep understanding of a specific profession, English teachers have difficulties in carrying out the teaching activities relevant to knowledge of professions in the teaching process. While for specialized course teachers, though they have sufficient professional knowledge, they are not familiar with English teaching methods and lack of relevant teaching experience. Therefore, they can not cultivate comprehensive and high-level talents for the society.

According to the relevant documents, the proportion of double-professionally-titled teachers in higher vocational schools should be more than 80%, but as the real numbers show, the proportion of this group is far below the expected goal. In the teaching process, teachers have insufficient opportunities to get relevant professional training practice activities, and very little contact with enterprises and the markets. The quality of double-professionally-titled teachers is relatively deficient, which can not meet the demands of classroom teaching not to mention the improvement of teaching efficiency. It is natural that to a certain extent the deepening reform of teaching is

badly affected.

4.3 The Teaching Setting Still Needs to Be Standardized.

At present, most of the higher vocational colleges adopt the “2 + 1” teaching mode, offering basic English courses in the first and second semester, and offering professional English courses in the third or fourth semester. Some colleges still adhere to the teaching of basic courses, and do not set up specialized teaching courses of professional English. They just infiltrate this course into the teaching of basic English. This is easy to produce the problem of disconnection between basic knowledge and professional knowledge of English, and can not achieve the organic combination of the curriculum. The lack of transition from basic English course to professional English course is not conducive to the cultivation of students’ English practical application ability and the improvement of the overall English teaching level.

5. Strategies for the Professional Development of Vocational English Teachers

5.1 The School Should Establish an Effective Management System.

First of all, higher vocational schools should strengthen the teaching staff and adjust the structure of teachers. On one hand, the school should raise the threshold of teacher recruitment, improve the comprehensive quality of teachers, and constantly adjust and enrich the structure of the teaching staff; on the other hand, higher vocational colleges can employ some experts with both professional knowledge and English literacy to serve as part-time teachers, so that the English teachers of the school can gain a wealth of teaching experience through observation and communication, so as to improve the professional quality and teaching level of the whole team of English teachers.

Secondly, teachers should organize teacher training to improve their professional ability. Schools can regularly organize teaching observation and seminars in the school, provide opportunities for teachers to communicate and exchange teaching experience, cultivate teachers’ professional teaching ability and practical operation ability, help senior teachers master modern teaching equipment faster and improve their teaching quality at the same time. Schools can also send excellent teachers to other schools and institutions for practice and learning, and encourage young teachers to actively improve their academic qualifications and better grasp the professional knowledge and teaching experience of a specific profession. As for the problem that teachers have too many teaching tasks and insufficient time to participate in training, schools should make appropriate adjustments to reduce unnecessary administrative burden and create suitable conditions for teacher training.

Finally, we should implement effective incentive mechanism. Vocational qualification certification system has been carried out in the areas of economics, human resource management and other industries. Therefore, in English teaching in higher vocational colleges, teachers should also be encouraged to participate in the assessment of professional qualification certification, get the support in policy, improve the salary of “double qualified” teachers, and provide better working treatment, such as giving priority to the evaluation of excellent and the promotion of professional titles. Through the above measures, the stability and development of double-professionally-titled teachers can be better promoted.

5.2 Teachers Should Change Their Teaching Concepts.

In traditional English teaching, teachers usually design teaching links by explaining vocabulary, reading texts and grammar exercises. In vocational English teaching, the teaching concept should be

changed by fully respecting the dominant position of students in the classroom, setting up employment-oriented educational goals and cultivating comprehensive technical talents for the society. Therefore, professional knowledge and language teaching should be combined organically so as to meet the social requirements of students and constantly improve the professional teaching levels of English teachers.

5.3 Teachers Should Strengthen Self Reflection.

English teachers in higher vocational colleges should hold a lifelong learning attitude, combine daily teaching with professional skills and study the knowledge of English teaching methods, sociolinguistics, curriculum and teaching theories, so as to expand their knowledge and improve the depth and breadth of knowledge. In addition, teachers should reflect on their own teaching in a timely manner. By playing back classroom teaching videos, recording teaching logs and students' intuitive evaluation of classroom learning effect, teachers should constantly improve and optimize their own teaching methods and strategies, accumulate rich teaching experience, and better improve their professional quality in the process of summary and self reflection.

6. Summary

To sum up, English teachers in higher vocational colleges should comply with the general trend of professional English teaching reform, hold the lifelong learning attitude, change teaching concepts actively and keep updating teaching content. They should also participate in scientific research and project construction in the process of teaching practice, and improve their professional level and comprehensive quality. Only in this way can the quality level of professional English teaching in higher vocational colleges be ensured and the development of teachers' specialization be promoted.

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