

Standardized Teaching Strategies in English Classroom under the "1+X" Certificate System

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Abstract: The proposal of "1+X" certificate system has an overall and important guiding significance for China's vocational education reform. English vocational skill level examination came into being under the background of deepening vocational education. It emphasizes the achievement-oriented, relying on real scenes to investigate and evaluate students' comprehensive ability to use English to solve workplace tasks in specific professional activities and communication situations. "X" intuitively reflects the development trend and market demand of related industries, and it is the vane of talent training, and its significance is self-evident. Based on the interpretation of the connotation of the "1+X" certificate system, this paper analyzes the problems existing in standardized English classroom teaching, and puts forward the standardized English classroom teaching strategies under the "1+X" certificate system: adjusting the talent training plan, optimizing the curriculum, strengthening school-enterprise cooperation and strengthening the construction of "double-qualified" teachers for English majors. It provides new ideas for standardized English classroom teaching in the new form.

1. Introduction

Under the guidance of the "1+ X" certificate system, vocational schools carry out professional construction and improve the quality of university schools. Due to the restriction of the traditional education model, there are serious defects in the pertinence and effectiveness of English courses in vocational schools at present, which is unfavorable to students' future development [1]. The implementation of the "1+ X" certificate system aims to enable college graduates to get diplomas and vocational skills certificates of multiple categories, thus improving their employment and entrepreneurial ability and alleviating the contradiction in employment structure. The establishment of "1+ X" certificate system has an overall and significant guiding role for the teaching reform of vocational schools [2].

The core of standardized English classroom teaching under the "1+ X" license system is the organic combination of education and professional technology, which is of great practical significance to the reform of college English curriculum, the innovation of talent training methods and the improvement of talent training quality.

2. "1+X" certificate system and the connotation of standardized English classroom teaching

The "1" in the "1+X" certificate refers to the academic certificate, which refers to the academic certificate that the educated person finally obtains after completing their learning tasks and obtaining the credits stipulated by the school; "X" refers to several vocational skill level certificates. The "1+X" certificate system mainly integrates the professional knowledge and job skills of vocational schools to highlight the characteristics of secondary vocational education [3-4].

The dilemma faced by English majors now is that the employment market is unclear, the knowledge structure is theoretical, the language application ability is not as good as that of similar majors in undergraduate courses, and there are many places in universities for this major, and there is no obvious difference in talent characteristics between different institutions. English vocational skill level examination came into being under the background of deepening vocational education, which emphasizes the achievement-oriented, relying on real scenes to investigate and evaluate students' comprehensive ability to use English to solve workplace tasks in specific professional activities and communication situations [5].

Based on this, the framework of students' ability is constructed (Figure 1), which is mainly divided into the following parts: First, social cognition. The second is value guidance. The third is personal appeal. The fourth is interpersonal communication.

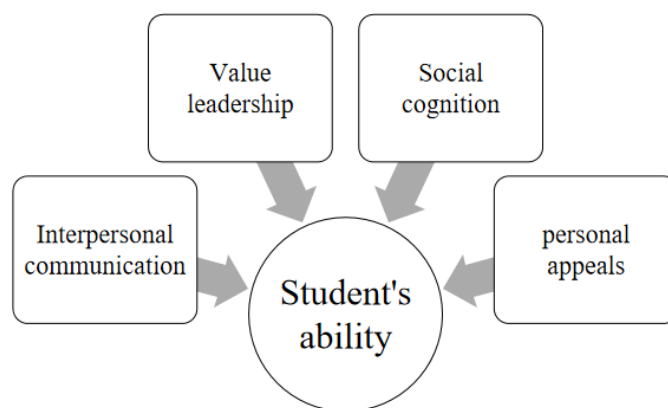


Figure 1: The framework of students' ability based on "1+X" certificate system

English vocational skill level examination is divided into primary, intermediate and advanced, and the three levels are progressive. The assessment fields and tasks include business arrangement, product operation and R&D, customer service, business promotion and commodity trading, which is a new navigation mark for English-related majors' learning and teaching, and also a new standard for enterprises to select talents.

Standardized English classroom teaching refers to a teaching method that forms a complete set of standard models from the aspects of textbook selection, teacher preparation, classroom management, student assessment and teacher evaluation, so as to improve the quality of teachers' teaching and students' participation, thus improving the quality of classroom teaching. Its basic idea is that students are the main body in the classroom, and teachers guide students to explore and find problems by cultivating their self-study ability, and then guide students to communicate, discuss, feel and give feedback. Its purpose is to enable students to learn to learn, think and innovate, and finally cultivate high-quality talents with independent learning ability and innovative spirit.

3. Predicament of standardized teaching in English classroom at present

3.1 The orientation of talent training is vague

"X" intuitively reflects the development trend and market demand of related industries, and is a weather vane for talent training, which is self-evident [6]. In the process of cultivating some college English majors, there are different degrees of vague orientation, relatively generalized training objectives, weak professionalism, and lack of depth and breadth of professional ability, which leads to students' vague future employment direction and deviation from the expected training objectives. In contrast, the cultivation of college English majors should cover the requirements of the cultivation of English majors in secondary vocational schools in depth and breadth, and it is superior to undergraduate English majors in application and practice, thus highlighting the functions and roles of college English majors.

3.2 The professional curriculum is not perfect

With the strong demand for foreign language talents such as international trade and business negotiation in China, how to cultivate qualified English compound technical and technical talents through the development of "certificate-based" courses is a new opportunity and challenge in the reform and innovation of foreign language major in vocational education and economic and social development in China.

Although many schools take "employment-oriented and ability-oriented" as the guiding ideology of teaching reform in their professional training programs, it is difficult to accurately grasp the balance between business knowledge and English foundation in the practical application process, and how to cultivate students' ability to handle future career-related business in English is an urgent problem to be solved in professional training. There are few opportunities to practice English knowledge, and universities should pay attention to the cultivation of business practice ability on the premise of understanding the market operation mode [7].

3.3 The construction of practical training platform is not perfect

Many universities lack platforms due to large equipment investment and insufficient funds, or the corresponding teachers and software updates are not matched, which leads to imperfect platform construction [8]. In fact, the production projects of some off-campus training bases are not in line with students' majors, and the ability requirements for the required talents are low, or although they are in line, the degree of integration is low, and enterprises do not give enough guidance and help to students who participate in practice. When students trained in the classroom lacking practical teaching enter the enterprise practice, they often encounter the embarrassing situation that their ability does not match the job requirements and their knowledge is out of touch with practice.

3.4 The quality of English teachers needs to be improved

At present, vocational schools continue to expand their enrollment, and the growth rate of students is obviously faster than that of teachers, which eventually leads to the obvious improvement of English teachers' teaching quality due to heavy teaching tasks and excessive teaching pressure, and often leads to the situation that they are unable to do their best [9]. Most young teachers go directly to vocational schools to teach after graduation. They lack experience in English professional ability and have few opportunities to follow the post in enterprises after joining the job. Therefore, they mostly follow the book in teaching. Some universities will use the winter and summer vacations to transport

a small number of teachers out for training, but most of the training can't avoid the problems of small audience and poor professionalism. There are few opportunities for English teachers to directly participate in the operation of enterprises.

4. Standardized English classroom teaching strategies under the "1+X" certificate system

4.1 Adjust the talent training program

The goal of "1+X" certificate system is to cultivate compound technical and technical talents, which is essentially different from the previous talents who can only adapt to a single type of post. The transformation of training objectives will inevitably lead to the adjustment of classroom objectives. Therefore, under the "1+X" certificate system, the classroom teaching objectives should follow the pace of the times, and the setting of classroom objectives must be consistent with the current development of market economy. The setting of objectives also needs to take into account the talent demand standards that meet the needs of various positions in enterprises, so that the trained students can adapt to different types of professional positions, so that students can calmly cope with the rapid development of the times and the iteration of technological renewal.

Talent training scheme is the theoretical basis of talent training, which should not only follow the laws of education itself, but also adapt to social and economic development. Taking English vocational skill level examination as an example, the classification of primary, intermediate and advanced vocational skill levels provides a feasible path for English majors to teach students in accordance with their aptitude. Students can choose the corresponding level to participate in training and assessment according to their actual ability, and teachers can take care of more students in the teaching process. In the English vocational skill level examination, the students who seem to have good grades in ordinary times do not stand out, but the students who seem to have weak abilities in class do better. Therefore, teachers should keep up with the development of the times, properly adjust the talent training program and reflect the vitality of vocational education.

4.2 Optimize the curriculum

The basic purpose of the "1+ X" certificate system is to cultivate modern compound technical talents, so that students can constantly improve their skills, expand their abilities and enhance their employability while getting their degrees [10]. The "1+ X" certificate system requires vocational schools to integrate new technologies, new standards and new processes into the training process of students, thus promoting the curriculum and content selection of vocational schools to actively match the development of modern information technology and the new talent market demand. The "1+ X" certification system has special requirements for classroom teaching in vocational schools, as shown in Figure 2.

There are some deviations in some universities' understanding of the "1+X" certificate system, and English professional skill level certificates are not included in the practice of the "1+X" certificate system reform, which leads English teachers to stay out of the "1+X" certificate system reform.

Under the "1+X" certificate system, in order to improve students' comprehensive ability, we can adopt the talent training mode of "combining courses with certificates". "Courses" means optimizing professional core courses and developing practical training courses. Professional courses are taught by experienced backbone teachers in the school, laying a solid professional foundation. In the English professional module, the assessment can be made by combining professional skill appraisal, written test and skill operation. The realization of multiple assessment methods can not only make students more clear about the direction of English learning, but also improve their practical operation ability.

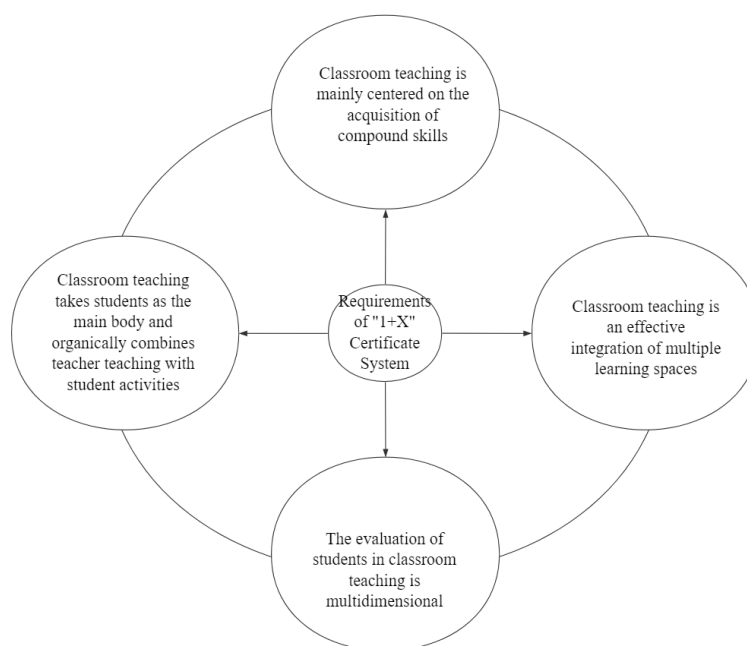


Figure 2: Specific requirements of "1+X" certificate system for classroom teaching of vocational education

4.3 Strengthen school-enterprise cooperation

School-enterprise cooperation is the most direct channel for colleges and universities to connect with the talent market, which is helpful for universities to grasp the trend of talent demand in time and provide practice places for students. Under the background of "1+X" certificate system, in English teaching, teachers should pay attention to students' professional skills, so as to adjust and innovate education and teaching. Vocational schools should improve the school-enterprise cooperation mechanism and provide students with some social practice opportunities.

Through on-the-job training, students can not only improve their oral expression ability, but also fully understand the job content. School-enterprise cooperation and work-study combination are the direction of cultivating talents for English majors at present. English majors usually come into contact with foreign enterprises after graduation. At the same time, the demand for English talents in China market is increasing, and the quality of talents is also getting higher and higher. Now China is in a special period, and the quality of talents, as the main force, directly determines the development trend of China's final entry into the international market.

4.4 Strengthen the construction of "double-qualified" English teacher

The "1+X" certificate system encourages vocational college students to obtain more vocational skill level certificates while obtaining academic certificates, so that they can have a variety of vocational skills or technologies, thus broadening their future employment channels. Learning schools should introduce relevant policies, encourage teachers to carry out systematic business courses, realize interdisciplinary education and degree promotion, and obtain professional qualification certificates and professional skills certificates related to business to better guide students. Students should understand the information of various business and English skills tests and organize relevant training courses in schools. Under the background of "1+X" certificate system, "double-qualified" English teachers need to strengthen their own knowledge ability, skill ability and teaching ability. Only by further improving their overall level can they better adapt to the new

environment of secondary vocational education and carry out English teaching scientifically and reasonably.

First of all, universities should take the opportunity of "X" to create learning opportunities for teachers, and even let teachers take part in textual research first to deeply understand the connotation of certificates and their professional ability and employment orientation, so as to improve their practical level and professional sensitivity, accurately grasp the market demand, and be targeted in the process of guiding students. Secondly, the qualification framework and the "1+X" certificate complement each other. On the one hand, it can accumulate and transform various learning achievements for the society; on the other hand, grades and standards are defined as two elements of the qualification framework. Finally, when teachers enter the enterprise to study, they should directly participate in the production and operation of the enterprise if they have the opportunity to improve their business practice ability. At the same time, bring what you have learned into the classroom, integrate theory with practice, better guide students and enhance their practical ability.

5. Conclusions

The implementation of the "1+ X" certificate system aims to enable college graduates to get diplomas and vocational skills certificates of various categories, thus improving their employability and alleviating the contradiction in employment structure. The goal of "1+X" certificate system is to cultivate compound technical and technical talents, which is essentially different from the previous talents who can only adapt to a single type of post. The transformation of training objectives will inevitably lead to the adjustment of classroom objectives. The standardized English classroom teaching under the opportunity of the "1+X" certificate system will give students the opportunity to understand the industry standards and working process during their school days, and make clear their career aspirations. Implementing project-based practical teaching and exploring the integration of innovation and innovation can objectively improve teachers' own career decision-making power and enrich English course materials.

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