

English Teaching in Higher Vocational Colleges under the Background of the "Three Teachings" Reform

Zhang Meiyuan

Guangzhou Huali Science and Technology Vocational College, Guangzhou, 511325, China

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Abstract: With the development and progress of vocational education in China, how to effectively carry out English teaching in vocational colleges has become a key issue for major vocational colleges. In recent years, Chinese universities have made significant progress in the context of the "three education" reform, especially in the field of college English teaching, which has provided favorable conditions for improving the quality of college English teaching. This article mainly conducts research on the design of English teaching in vocational colleges under the background of the "Three Teachings" reform. Firstly, it introduces the current situation of English in vocational colleges, and then analyzes teaching problems, the content and significance of the "Three Teachings" reform; The third is to propose a design strategy for English teaching in vocational colleges under the background of the "three education" reform.

1. Introduction

In March 2022, the Ministry of Education issued the "Opinions of the General Office of the Ministry of Education on Further Strengthening the Reform of the Construction of the New Era Teacher Team" (Teacher's Office [2022] No. 1), requiring in-depth promotion of the reform of vocational education teacher team construction, strengthening the construction of teacher ethics and professional ethics, and improving the ideological and political quality and professional ethics level of teachers. Currently, English teaching in vocational colleges is facing problems such as a single teaching model, a disconnect between textbook selection and actual needs, and an imperfect curriculum evaluation system. To solve these problems, teachers need to continuously improve their professional literacy and professional ethics, deeply explore the ideological and political elements in textbooks, adopt diversified teaching methods and means, and actively integrate the "three education" reform concept.

2. Analysis of the current situation of English teaching in vocational colleges

According to the latest statistics from the Ministry of Education, the total number of vocational college graduates in China in 2020 reached 17.35 million, an increase of 1.83 million or 7.2% compared to the previous year. According to the "Measures for the Setting up and Competition of the Higher Vocational Group (Secondary Vocational Group) of the National Vocational College Skills Competition" (Trial), vocational colleges should cultivate high-quality technical and skilled talents

who can engage in various vocational activities on the front line of production, service, and management, and require students to possess corresponding professional abilities in addition to mastering the necessary cultural knowledge for their profession. It can be seen that vocational education has no significant difference in talent cultivation compared to regular undergraduate education. However, due to various factors, the quality of English teaching in vocational colleges is not satisfactory. Firstly, vocational college students generally have poor foundation and uneven English proficiency upon enrollment. The survey shows that the English proficiency of vocational college students is mainly concentrated between the thirties and fifties. Students with good foundations can score around 70 points, while students with poor foundations generally score below 50 points; The second is that students lack interest in English learning, are unwilling to invest time and energy, and have poor learning outcomes, which are common phenomena. Thirdly, the content of the textbook is disconnected from professional needs. At present, most of the textbooks used in vocational colleges are general college English textbooks.[1] Due to the fact that vocational college students do not have access to professional English knowledge during their school years, their English knowledge is mostly extended and expanded based on textbook content. Fourthly, most teachers only explain vocabulary, sentence structures, grammar and other knowledge during the teaching process, neglecting the cultivation of students' listening and speaking abilities. Fifth, teachers' teaching methods are single and backward. Most vocational college teachers only focus on knowledge transfer and skill training, lacking in the cultivation and training of students' innovative thinking, cooperative awareness, autonomous learning and other abilities, which leads to poor teaching effectiveness.[2]

3. Problems in English teaching in vocational colleges

3.1. Students have varying levels of English proficiency and low interest in learning

Most vocational college students have uneven English foundations, and there are the following problems in the process of college English learning: firstly, students have a fear of difficulty in English learning. Due to the lack of systematic planning and guidance in English teaching in vocational colleges, some students lack clear goals and plans, resulting in a lack of motivation for learning; Secondly, students have poor learning habits, and most students have not developed good learning habits. They are prone to deserting, playing with their phones, eating snacks, etc. during class, and teachers need to spend a lot of energy on classroom management; Thirdly, the English teaching mode in vocational colleges is relatively single, mainly based on traditional indoctrination teaching, which makes it difficult for teachers to attract students' interest; The fourth issue is the lack of interaction between teachers and students in the classroom.

3.2. The disconnect between English teaching content and market demand in vocational colleges

There is a common problem of emphasizing theory over practice in vocational colleges. Most universities and teachers position college English courses as public basic courses, with the main content being "cultural literacy education" and "public basic knowledge". Teachers attach great importance to the explanation and teaching of "theoretical knowledge" in the teaching process, while neglecting the cultivation of students' practical abilities and comprehensive qualities.

3.3. The English curriculum in vocational colleges lacks scientificity and rationality

In the actual teaching process, some vocational colleges only attach importance to the cultivation of students' professional knowledge and skills, while neglecting the importance of English courses,

resulting in students not forming correct language learning concepts and strategies in the process of college English learning. At present, most vocational colleges do not have specialized curriculum or corresponding curriculum systems to support college English teaching. Therefore, universities should establish corresponding curriculum systems based on their own characteristics and professional positioning, and design English courses that are suitable for the development needs of their respective majors and the employment needs of students according to their professional characteristics; In addition, emphasis should be placed on practicality, timeliness, and operability in teaching content; In terms of teaching methods, the role of modern information technologies such as multimedia should be fully utilized.[3]

3.4. Lack of targeted content in textbooks

The traditional English textbooks for vocational colleges lack targeted content, are too simple, lack practicality, and do not meet the English foundation and learning ability of vocational students. At the same time, the disconnect between teaching content and professional abilities has led to vocational students learning a lot of theoretical knowledge, but it cannot be applied to practical work in practice. In the current reform of English teaching in vocational colleges, teachers should not only attach importance to students' theoretical knowledge learning, but also pay attention to the cultivation of students' professional abilities. The content design of vocational college English textbooks has a certain degree of innovation, but the textbook content lacks specificity. The current English textbooks for vocational colleges are too simple, only involving basic grammar and vocabulary knowledge, and the content of the textbooks is too simple and single. In vocational college English teaching, teachers usually use some fun activities or games to stimulate students' interest and enthusiasm in English learning. But these fun activities and games lack a certain degree of practicality. In addition, the content of vocational college English textbooks lacks emphasis on cultivating students' professional abilities, and there are only a few practical sentences or text explanations in the textbooks. At present, English teachers in vocational colleges also lack certain attention to the cultivation of professional abilities, so using traditional teaching methods in teaching is not conducive to the improvement of students' professional abilities and comprehensive qualities.[4]

3.5. Single teaching mode, unable to achieve personalized teaching

Due to the influence of traditional teaching models, many English teachers in vocational colleges still adopt the traditional "teacher speaking, student listening" teaching model, which arranges and plans students uniformly, which cannot meet students' learning needs and is not conducive to cultivating students' English application abilities. In addition, under traditional teaching models, teachers focus on explaining knowledge and theoretical knowledge, neglecting the cultivation of students' application abilities, which is not conducive to the improvement of students' overall English quality and ability. Especially in vocational college English teaching, although some teachers are able to teach according to the requirements of the syllabus, they still use the traditional "indoctrination" teaching method in the teaching process, which cannot be designed and adjusted according to the actual learning situation of students. Therefore, teachers should innovate teaching methods and methods, continuously innovate classroom teaching models and methods, and actively explore new teaching models with "teacher led and student centered".

4. The importance of the "three teachings" reform in improving the quality of English teaching in vocational colleges

The Implementation Plan for the National Vocational Education Reform (hereinafter referred to as

the "Plan") clearly states that vocational education should fully implement the Party's educational policy, adhere to the socialist direction of education, take moral education as the fundamental task, promote student employment and entrepreneurship as the guidance, deepen the integration of industry and education, school enterprise cooperation, improve the vocational education and training system, deepen the reform of talent training models, and improve the quality of talent training. The "Plan" also clearly points out that vocational colleges should prioritize professional abilities and work processes, optimize curriculum and content, select teaching resources, and focus on deepening the "three education" reform. As an English course for cultivating professional and technical talents, vocational English courses have both the characteristics of vocational education and their own characteristics. Firstly, from the perspective of the training objectives of vocational education, vocational colleges should cultivate technical and skilled talents with innovative spirit and practical ability for local, industry, and enterprise oriented education. This determines that vocational colleges should plan their curriculum and content system based on the requirements of training objectives when constructing English courses. Secondly, from the perspective of English teaching objectives, English is both a language course and a vocational course. English courses should focus on cultivating students' professional abilities and achieve the integration of language, profession, and skills. When constructing English courses in vocational colleges, it is necessary to fully consider factors such as students' knowledge reserves, cognitive characteristics, and employment needs. The teaching content of vocational English should highlight the cultivation of practical abilities.

4.1. The content and significance of the "three teachings" reform

The "three education" reform is an important means for vocational colleges to achieve talent cultivation goals, which mainly includes three aspects: teaching mode, teaching methods, and teacher abilities. It has a positive effect on improving the quality of English teaching in vocational colleges. In the context of the "three education" reform, English teaching in vocational colleges can adjust teaching models and methods according to social needs, provide students with diverse learning paths, and cultivate their comprehensive abilities. In addition, the "three education" reform can change the problems existing in traditional English teaching, construct a new English teaching system, and achieve comprehensive improvement of students' English proficiency. The reform of "three education" can improve the comprehensive quality and educational ability of teachers. Teachers need to combine the development trends of the new era and social needs, transform traditional English teaching concepts and models, innovate English teaching methods and means, and combine knowledge transmission with ability cultivation. Continuously improve the quality of English teaching by implementing a blended online and offline teaching model. In addition, teachers also need to strengthen the research and analysis of textbooks, continuously enrich and improve the content of textbooks, innovate the form of textbook content, and provide students with diverse learning resources. Thirdly, teachers need to design the English curriculum system and content reasonably based on the actual situation of students, so that students can choose appropriate courses according to their own needs. By implementing the aforementioned measures, we aim to continuously enhance the comprehensive quality and abilities of English teachers. This, in turn, will facilitate the enhancement of the quality of English education in vocational colleges.

4.2. Realizing a student-centered teaching philosophy in the context of the "three education" reform

At present, with the development of higher vocational education, higher vocational colleges have gradually achieved a transformation in teaching concepts. In this context, teachers need to constantly adjust their teaching modes and methods to provide students with a good learning environment and

atmosphere. In the context of the new curriculum reform, teachers should focus on students and develop teaching plans that meet their actual needs by analyzing their actual situations, in order to improve teaching efficiency and quality. Specifically, teachers need to achieve the following: firstly, they need to fully understand students' learning needs and interests, in order to design teaching content targeted; Secondly, teachers should create a good learning atmosphere and stimulate students' interest in learning by adopting diverse teaching methods and methods; Thirdly, teachers should pay attention to heuristic education for students. In the process of college English teaching, teachers need to fully reflect the student-centered teaching philosophy, and use heuristic and interactive educational methods to stimulate students' interest in the English teaching process. In this context, teachers should adopt a scientifically reasonable, colorful, and interesting English classroom to enhance students' interest in learning. At the same time, teachers should also encourage students to participate more in classroom activities, such as organizing English situational drama performances in groups to enhance students' interest in learning, enrich teaching content and classroom atmosphere.

4.3. Optimize teaching content and increase students' interest in learning

In the context of the "Three Teachings" reform, English teachers need to step out of traditional teaching concepts and models, continuously innovate college English teaching content, and optimize college English teaching design. English teachers should develop college English teaching plans based on students' actual needs and development, effectively enhancing students' interest in learning. For example, in the context of the "Three Teachings" reform, English teachers can combine Chinese culture with English knowledge, allowing students to improve their understanding of English by learning Chinese cultural knowledge. Teachers can also use multimedia technology to showcase relevant English content and stimulate students' interest in learning. In addition, teachers can also adjust the content of college English teaching based on the current social situation, so that students can better understand the current social situation and achieve the goal of improving students' comprehensive quality. By optimizing and adjusting the content of college English teaching, students' acceptance of college English teaching content and learning enthusiasm can be effectively enhanced.

4.4. Innovative teaching methods to promote students' comprehensive development

Under the background of the "three education" reform, traditional teaching methods can no longer meet the current teaching needs, and teachers need to constantly innovate teaching methods to promote the comprehensive development of students. Firstly, teachers need to develop personalized teaching plans based on the actual situation of students. For students of different levels and foundations, teachers need to develop different teaching plans to promote progress and enhance their interest in learning. Secondly, teachers need to create a good language learning environment for students. English is a language discipline with the aim of cultivating students' language and thinking abilities. Therefore, in the daily teaching process, teachers can create a good language learning environment through classroom discussion, cooperative learning and other ways. In addition, teachers can also use various methods to help students build confidence in English learning. For example, when teaching new words, students can be encouraged to master them by consulting dictionaries and other methods; When teaching grammar knowledge, students can be organized to have group discussions; When guiding students to complete English writing, they can be helped to improve their writing skills by providing them with writing materials and other means. In this process, teachers need to guide students to fully utilize their subjective initiative and enthusiasm to actively engage in learning and thinking.

5. Specific strategies for improving the quality of English teaching in higher vocational colleges through the "three teachings" reform

5.1. Teachers should have a deep understanding of the spirit of the Regulations

After the promulgation of the "Regulations on Enterprise Practice for Vocational School Teachers" (hereinafter referred to as the "Regulations"), the head of the Vocational Education and Adult Education Department of the Ministry of Education has put forward requirements for various vocational colleges on how to implement the spirit of the Regulations. Each vocational college should formulate corresponding implementation plans based on the actual situation of the school to ensure that the spirit of the Regulations is implemented in place. The promulgation of the "Regulations" marks the comprehensive implementation stage of the national vocational education "three education" reform. Vocational colleges should be guided by the spirit of the "Regulations" and carry out the "three education" reform work in combination with the actual situation of the school. Schools should formulate corresponding implementation plans in accordance with the spirit of the "Regulations" and actively explore the training mode of high-quality skilled talents based on the "three education" reform. Vocational colleges should fully implement the requirements of the Regulations, strengthen cooperation with enterprises, encourage teachers to participate in enterprise practice, and improve teachers' teaching and students' practical abilities. In the teaching process, teachers should change traditional teaching concepts, place students in a dominant position, and respect their subjectivity and enthusiasm. Teachers should deeply understand the spirit of the "Regulations" and actively carry out the "three education" reform work in the process of teaching. Only in this way can the quality of vocational education be improved.

5.2. Teachers should strengthen the construction of teaching materials

Textbooks are an important carrier of curriculum, and textbook construction is the core task of the "three education" reform. With the development of new technology, the construction of intelligent and digital teaching materials is imperative. Teachers should actively use information means such as "Internet plus+" and "artificial intelligence" to accelerate the construction of digital teaching materials, create digital resources, and meet the needs of students' independent learning. Teachers should actively adopt various types of teaching modes, such as online and offline hybrid, resource sharing, theme led, and task driven, in accordance with the requirements of the "Regulations", and write college English textbooks that combine online and offline and meet the characteristics and needs of vocational education. Teachers should carefully study the characteristics and learning patterns of vocational college students, conduct in-depth teaching research and reform, and continuously innovate the concept, content system, presentation methods, etc. of textbook writing in accordance with the spirit of the "Regulations" to improve the adaptability of textbooks. Teachers should have a deep understanding of the talent cultivation goals and ability requirements of different majors, and design teaching content with the goal of "cultivating students' language ability, professional ability, and comprehensive literacy"; Developing task driven textbooks guided by "learning task groups"; Using "project tasks+cases+situational tasks" as the carrier to write practical application oriented textbooks; Compile integrated teaching materials based on the principle of "student-centered, teacher led, and teacher-student integration". Teachers should choose appropriate textbooks and teaching methods based on professional characteristics and student needs. For non-English major students, multimedia teaching courseware can be used to assist teaching; For English majors, multimedia teaching courseware can be used to assist teaching. When selecting appropriate textbooks and teaching methods, teachers should pay attention to the diversity of teaching resources. On the one hand, different types of teaching resources should be selected based on students' needs; On the other

hand, attention should be paid to the richness and diversity of content, so that students can master more knowledge through resource learning.

In the context of the "three education" reform, teachers need to adjust their teaching strategies and methods based on the actual situation of students, combining their development needs and individual strengths, in order to achieve individualized teaching. For example, in the process of English teaching in vocational colleges, many teachers will adopt the same teaching mode and method for classroom teaching, using the same mode and method for classroom teaching, which creates a situation of "one person, one side". For students whose academic performance is not ideal, they need to make up for their learning deficiencies through English classes. Therefore, when teaching English knowledge, teachers should start from the actual needs of students, allowing them more opportunities to showcase and express themselves, thereby helping them gain a sense of achievement in the process of English learning. Teachers also need to conduct hierarchical teaching for students at different levels, so that students at different levels can feel the joy of success. For example, when teaching the course 'College English', teachers can divide students into two large classes: A and B. In the teaching process, teachers should conduct hierarchical teaching based on the actual situation of class students' English proficiency, learning habits, etc. Class A mainly imparts English knowledge to students with good academic performance; Class B mainly focuses on students with weaker foundations for learning; For students with relatively poor foundation, the main purpose of teaching is to cultivate their interest in learning. Teachers should pay attention to differentiated guidance and targeted training for students at different levels, so that each student can make significant progress at their own suitable learning level.

5.3. Teachers need to improve their professional abilities

The Regulations point out that vocational school teachers should improve their ideological and political qualities, possess corresponding teaching, research, professional practice, and lifelong learning abilities. Therefore, teachers should improve their professional level and practical ability. Firstly, teachers need to transform traditional educational concepts and establish modern educational concepts. College English teachers should change their teaching concepts, innovate teaching models, and build modern college English classrooms based on the actual situation. Secondly, teachers should enhance their professional literacy. To improve one's professional literacy and have a deep understanding of professional knowledge and skills. To conduct in-depth research on the courses taught and achieve proficiency and mastery. To enhance one's teaching and research abilities. Teachers can better apply theoretical knowledge to practice by continuously learning and improving their professional literacy and teaching level. An excellent teacher should not only have good teaching methods and excellent teaching skills, but also have a profound understanding of vocational education theory knowledge. In college English teaching, teachers should strengthen the learning of relevant theoretical knowledge. For example, college English courses are highly practical, and teachers should appropriately introduce relevant industry background knowledge and enterprise cases in teaching to help students better understand relevant theoretical knowledge. Teachers also need to enhance their professional skills. Teachers should continuously improve their professional skills and practical abilities based on their own professional skills and work reality.

Teachers are guides for students' learning and guides for their growth. Teachers should pay attention to constantly updating their educational concepts and adjusting their teaching methods during the teaching process, in order to better guide students' growth and success. Firstly, teachers should have a lifelong learning awareness. As knowledge imparters, teachers cannot fix themselves in traditional teaching models. Teachers should continuously improve their professional literacy, communicate with students more, and understand their true thoughts and needs for English learning.

Teachers should also actively participate in English teaching in vocational colleges, continuously improving their professional literacy by participating in various English training, teaching and research activities, observation, and other means. Secondly, teachers should establish correct values. Teachers should always bear in mind their original intention of teaching and educating people, and be responsible to their students. In vocational college English teaching, teachers should find ways to stimulate students' interest in learning and encourage them to actively participate in the English classroom. Thirdly, teachers should strengthen their own cultural heritage. As a college English teacher, it is necessary to have a strong cultural background in order to better help students understand and master English knowledge. Therefore, vocational colleges should not only impart knowledge to students, but also focus on enhancing the cultural heritage and quality cultivation of teachers themselves, in order to promote the comprehensive development of students' ability to accept knowledge.

5.4. Teachers should utilize information technology means

In the era of rapid development of information technology, information technologies such as big data, artificial intelligence, and virtual reality are profoundly changing our way of life and learning. In order to better serve students and teaching, teachers should use information technology to actively apply information technology in teaching, stimulate students' interest in learning, and enable them to truly "learn" and "use". In the context of the "three education" reform, English teachers in vocational colleges should constantly update their teaching concepts and methods, strengthen their professional knowledge and ability construction, and improve their information literacy and ability. At the same time, teachers should also be good at utilizing online resources to enrich their teaching content. In college English classrooms, multimedia technologies such as micro courses, MOOCs, and virtual reality can be used for course introduction, and online teaching can be carried out through online learning platforms to create a real and efficient classroom atmosphere for students. With the continuous development of "Internet plus" education, online open courses have become an important form of education. Teachers should make full use of online open course resources and provide students with rich online learning resources. Online open courses combine traditional classroom teaching models with information technology, using the internet as a medium for English teaching. Through interaction between teachers and students, as well as between students and students, they promote the improvement of English classroom teaching quality and efficiency. Teachers should actively explore teaching methods that combine with internet technology to provide students with richer, higher quality, and more personalized teaching resources for college English courses.

Under the background of the "Three Teachings" reform, college English teaching should focus on students as the main body, the classroom as the battlefield, and campus culture as the carrier. We should actively build a deep integration of information technology such as "Internet plus", big data, artificial intelligence and English teaching, change the traditional teacher centered teaching model, stimulate students' interest in learning, and build a three-dimensional college English teaching model. Specifically, it is to make students the masters of classroom teaching, and teachers the guides and facilitators of students' learning process, fully exerting students' subjectivity in learning. Teachers can create scenarios and provide students with diverse and personalized learning support services by utilizing diverse and diverse teaching resources such as the internet, social media, and English videos. Teachers can publish information and materials related to courses in the campus online community, and share teaching experience and resources with students. Teachers and students can also engage in discussions, dialogues, and other activities through online platforms.

6. Conclusion

College English teachers should fully consider the personalized needs of students from different majors and levels, and formulate talent training plans for different levels and majors; Starting with curriculum construction and guided by the current needs and development trends in professional fields, we will optimize the curriculum structure. We will place a strong emphasis on practical teaching, thereby establishing a practical teaching system that is multi-level, multi-module, and features various forms and modes; Taking assessment and evaluation as the starting point, we will improve and improve a diversified, multi-dimensional, and diversified evaluation system to enhance students' comprehensive application ability and professional literacy.

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