

Analysis on the Status Quo of Higher Vocational English Education and Countermeasure Research

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ABSTRACT. Compared with the vocational education in developed countries, there are still many problems in China's vocational education. The training of professional talents does not match the market demand. If China's vocational education cannot be reformed in time, the gap between Chinese and foreign vocational education will only deepen. Therefore, the paper mainly focuses on the study of higher vocational English education, expounds the current situation of higher vocational English education in China, and puts forward some coping strategies for the problems existing in higher vocational English education.

KEYWORDS: Higher vocational, English education, Countermeasure research

1. Introduction

In order to meet the needs of social development, many higher vocational schools have set up vocational English education courses. At the same time, technical English, business English have also been added. However, it still lacks of attention to English teaching in colleges and universities, which not only results in low teaching quality, low interest in learning, weak foundation of English, and the lack of cooperation between higher vocational colleges and enterprises, but also results in students lack of practical teaching platform. Finally, it leads to the low employment rate. In this regard, the following will be a specific analysis and discussion.

2. The Development of Higher Vocational English Education

The ultimate goal of education is to tap people's potential and train their talents to promote the economic development of various industries, which in turn promotes education. At present, higher vocational English teaching, professional setting and employment orientation are not closely related, which results in the majority of students "heart pain", powerless to higher vocational English, and they also have no intention of studying this course, but to pass everything! Students do not appreciate the importance and necessity of learning English. At present, the emphasis of higher vocational English is still the teaching of theoretical basic knowledge. The motivation of higher vocational students learn English is to obtain certificate and grade examination. English education content for students professional learning and career-oriented relevance is very little. The curriculum, teaching content, teaching method and assessment of higher vocational English teaching curriculum need to be improved and innovated. The teaching of higher vocational English lacks practical talents. The interface between higher vocational English teaching materials and students' professional and future employment cannot be separated. Students are "weak" in learning English and are less active in learning. There is a shortage of teachers in higher vocational colleges and universities, and there is a shortage of "two-division" teachers. The quality and efficiency of English teaching need to be improved. In teaching resources, the lack of modern teaching equipment and auxiliary equipment, the improvement of teachers' professional ability and the adoption of modern English teaching model is imperative.

2.1 Students Have a Weak English Base Many Social Companies, Enterprises in the Recruitment of Talent Are Required to Be Technical

Spoken English, but the actual situation is that the teaching quality of higher vocational colleges in our country simply can not meet this requirement. There are still many problems in the teaching of higher vocational English in our country. In addition, students also think that as long as the professional curriculum is good, do not spend too much time and energy in the English curriculum, resulting in students English foundation is weak. The content of classroom teaching is too difficult, so students can not keep up with the pace. In the long run, students will lose interest in learning and confidence. Higher vocational colleges in the scope of enrollment is expanding, and the level of students enrolled is

also more and more broad, but it can be enrolled in three categories, one is the students with a certain degree of English skills, students who often do not need to learn English. The second category is that the English level is weak, but the total score is higher. The third category is that students who do not have the ability to learn and do not have the ability to speak English. Such students' academic performance is the most difficult to be improved, so teachers often have to bet a lot of energy on them. There is a certain gap between the English and learning abilities of these three types of students, and the gap distinguishes the three types of students. Although most students have a considerable foundation of English, but after entering the university, students learn English knowledge will naturally be more complex and in-depth, if students do not have interest in learning English, then it is difficult to put into English learning, and it may even be in a long period of English learning. English learning has a resistance. In order to be able to teach these three types of students effectively, we must improve the English level of students with weak English foundation, and this is undoubtedly a test of teachers' teaching ability.

2.2 The Concept of Vocational English Teaching is Backward

With the reform of education, the traditional teaching mode has not kept up with the demand of English teaching in higher vocational colleges. Higher vocational English teachers by the traditional teaching philosophy of the shackles, in the absence of a real understanding of the progress of students learning, blindly speed up the pace of teaching, with strong irrigation way of teaching, which completely limits the students' spatial thinking. Students simply can not really grasp the knowledge of teaching points. It will be tired of learning English slowly. The quality of students enrolled in higher vocational colleges varies, so the teaching materials applied by the students are also different. Teachers are more difficult to take targeted teaching methods for students, for students with weak English foundation. If the English knowledge taught by teachers is too advanced, students will be afraid of English learning; In the traditional teaching mode, English teaching is influenced by examination-oriented education, which is mainly to improve students' English knowledge level, but it neglects the application of English. English is an applied subject, and the teaching goal of applied subject should be to practice application as the main direction, but because of the influence of examination-oriented education. English teaching mode is single, can bring students. The help is limited, so that the students' practical application ability is not improved.

2.3 Insufficient Vitality to Run a School

At present, the problem of inadequate social and economic function satcity in higher vocational colleges, such as too little communication and cooperation with social enterprises, resulting in the lack of a platform for students in the practice after graduation, affecting the employment rate of students. In addition, students themselves want to find internship units, because the school does not have good external cooperation, resulting in a serious disconnect in the use of students in the professional. In addition, students after graduation can choose employment and internship units will be less scope, the school resources are effective, and social enterprises of the cooperation mechanism is not mature easy to cause students employment difficulties

3. Trends in the Development of Higher Vocational English Education

3.1 Higher Vocational English Teaching Should Be More International

In the new era of frequent communication and cooperation between the state and society, English as the basis of social language communication, English educators should attach importance to English education, change the traditional teaching concept, and move towards the international ization of English teaching. In addition, higher vocational colleges can quote more modern, multimedia teaching equipment, improve the hardware facilities of English teaching, for students to create a harmonious and comfortable, interesting teaching environment, which is conducive to making teaching content more intuitive image of the presentation, but also can increase the fun of teaching, so that the Classroom of English teaching more substantial, to strengthen the enthusiasm of students to learn.

3.2 Higher Vocational English Teaching Should Take Market Demand as the Development Power

Because the current higher vocational colleges through the traditional knowledge system and structure, in the traditional training mode to train students' comprehensive ability as the educational goal, so that students after graduation position is not clear, poor employ-ability. Therefore, higher vocational colleges should fully analyze the social needs, accurately grasp the market demand. On this basis, they can determine the teaching content, and finally realize the talent training plan in line with the needs of the society. At the same time, the school needs to increase the

intensity of enterprise cooperation, in the major relevant enterprises, institutions in the community, the support of the integration of educational resources, and enterprises to establish a long-term effective cooperation mechanism, the implementation of the combination of engineering and education model, for the community to transport professional, skilled personnel. Higher vocational English teaching with market demand as the primary driving force for development can effectively ensure that talent training adapts to social needs, and the employment rate of graduates can be improved, and it promotes the development of higher vocational college education.

4. Specific Measures and Methods for Teaching Reform in Higher Vocational English Education

4.1 The Course of Higher Vocational English Teaching is Closely Combined with the Major and Career of the Course

Higher vocational colleges develops employment-oriented teaching curriculum models according to the professional requirements of students and the actual situation of each institution and the requirements of local regional economic development. For example, in the construction, automotive and IT industries and other enterprises, the need for English reading and comprehension skills of English professionals. In the introduction of English courses, the preference of such students to open English reading courses, assessment methods can be written. In the tourism, business and other service industries, the need for oral expression skills is stronger than English majors. In this major students can be set up English oral intensive classes, English audio-visual speaking, business English courses, the focus of the examination can be on listening and oral tests, and urge such students to apply for English grade examination. According to the needs of students can also set up English elective courses, enrich the diversity of courses, make up for the lack of classroom teaching. Professional and employment orientation is different, the focus of English teaching should also be different. If they to understand higher vocational English teaching from the perspective of popularity, higher vocational English teaching is difficult to reflect “practicality”. Students learning English motivation is insufficient, so the future career planning of students are not conducive.

4.2 Try out the Course to Broaden the Access to Information for Students

Mooc is a brand-new network teaching resource sharing platform in the information age, teaching resources and teacher reserves can be shared, in a short period of time to obtain a wealth of knowledge. The teaching of online courses is one of the characteristics of the teaching, which can accommodate a large number of students to teach at the same time. It can solve the problem of insufficient teachers due to the expansion of teaching scale, and the unique interactive way and homework training for students to create a more relaxed atmosphere for English learning, private practice for students' confidence to enhance positive role. The sharing of high-quality teaching resources on the platform of Mooc also improves students' learning ability and knowledge reserve. And the teaching class can be used as one of the means of training and assessment of teachers, the teaching video of top college teachers for the professional knowledge ability of teachers in higher vocational colleges has an enhanced effect, the teaching can be used as one of the means of reform, the introduction of higher vocational English teaching. For example, college high-quality courses for courses, sharing on the campus network, students download app can view, learn and feedback, and then mobile phone to complete the task, send learning progress. Let information technology into the campus, which can broaden the access to information for students.

4.3 Provide Students with a Platform for Oral English Practice

Basic oral English communication is a basic skill that students of all majors in higher vocational colleges should have, but in the context of examination-oriented education, the oral English ability of vocational students is impossible to talk about, so it is necessary to restore the confidence and ability of students' oral communication practice through different methods. It is necessary to provide students with a specific environment and classroom for communicative oral communication, which has a great improvement and help for students' ability to actually use English. For example, to hold a higher vocational college practical oral English contest or the establishment of English associations and salons, the design of the English Oral Competition can refer to the annual autonomous region skills contest topics, midway can be added to the English style display, including poetry, recitation, English songs, drama and other activities. In class, the teacher takes five to eight minutes to schedule a speech test for one or two classmates. Including the content of the English summary and performance of the unit, or related to the English culture, poetry, novels, news, movies and other forms of English explanation, performance can be. Speech students can do a good job of PPT in advance, while the speech side screening, to help other students understand master. A semester of speech down we can understand a variety of cultural background content, the students also feel that it is a good exercise. At the same time it can enhance the confidence and courage to learn English, for the future to do a good job. Higher vocational English education needs

to make use of modern education technology and technological means are constantly being updated, teachers can use modern education teaching

More and more means, in order to improve the quality and efficiency of teaching, and to meet the learning needs of students, teachers need to improve their modern information technology application level. The use of modern information technology, teaching content more intuitively displayed in front of students. But only theoretical teaching can not meet the students' learning needs, teachers must also carry out practical teaching for students, and practical teaching requires teachers to have some practical experience. Therefore, teachers should also actively improve their professional ability, as far as possible for students to bring more help.

5. Conclusion

Higher vocational English education is also a kind of vocational education, and vocational education cultivates applied talents in line with the needs of society. So higher vocational English education should also meet the needs of the society for English talents as the educational goal. However, in the current higher vocational English education, there are many problems affecting the employment advantage of students, and the traditional educational thought seriously hinders the development of higher vocational English education. Therefore, higher vocational English teachers should update their educational and teaching ideas in a timely manner, and actively mobilize students' interest in learning. They should improve their learning efficiency, so that students can become applied English talents.

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