

Study on the Implicit Hierarchical Teaching Mode of Higher Vocational English

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Abstract: with the deepening of teaching reform, China's education is facing higher challenges. In order to better meet the teaching requirements of the new era, there are many new teaching methods in Vocational English class, one of which is implicit hierarchical teaching. Based on this, the following analysis of Vocational English implicit stratified teaching considerations, and then explore the vocational English classroom teaching methods, hoping to provide a reference.

The so-called recessive hierarchical teaching mainly refers to that in order to effectively avoid the negative impact of obvious stratification on students, teachers and students should teach students in accordance with their aptitude according to their learning situation and comprehensive ability in order to effectively avoid the negative impact of obvious stratification on students, so as to promote students' Thinking on the premise of meeting their psychological needs. It is of positive practical significance to improve teaching efficiency and students' performance when it is applied to higher vocational English teaching.

1. Notes on implicit hierarchical teaching of Higher Vocational English

In Vocational College English classroom, there are some matters need to pay attention to, the following are described from three aspects. First of all, English teachers in higher vocational colleges should not only explore teaching, but also understand students, and follow the student-centered principle. Specifically, it is necessary to deeply investigate students, grasp their learning situation and actual needs, dynamically divide students into different levels and carry out targeted teaching activities, so as to make up for the shortcomings of conventional teaching, so as to improve the effectiveness of English teaching; secondly, higher vocational English teachers should carefully design teaching plans for students in combination with the content of classroom teaching. In this process, other teachers can participate in the discussion, so as to make a reasonable stratification of teaching content, form and goal. Finally, higher vocational English teachers should have a certain spirit of innovation. To carry out recessive hierarchical teaching activities, pay great attention to the training of students' practical ability, which requires continuous innovation and adjustment of classroom teaching methods, effectively enrich the content and form of classroom teaching, so as to further optimize the effect of classroom teaching.

2. Implicit hierarchical teaching method of Higher Vocational English

2.1 In depth investigation and dynamic stratification

In terms of implicit hierarchical teaching, if we want to implement it in place, the first prerequisite is to achieve stratification without class division, and carry out dynamic stratification according to the situation of each class. Specifically, English teachers in higher vocational colleges should first communicate and discuss with class counselors, so as to further understand the actual situation of the class, so as to carry out more targeted teaching. On this basis, vocational English teachers combined with the students' comprehensive situation, such as language ability, English interest, classroom performance, learning habits and knowledge structure, the students are divided into three levels: A, B and C. In this process, English teachers in higher vocational colleges should grasp the results of

students' stratification independently and have a clear idea. In other words, there are four students in each group, one of them is excellent student, two are medium-sized students, and the last one is poor student. Let students carry out "one help one" cooperative learning in groups[1].It should be noted that after the division, it is necessary for English teachers in Higher Vocational Colleges to adjust students' classroom performance and learning situation in stages, so as to mobilize and maintain students' enthusiasm for English learning. In this way, it can not only effectively reduce the frustration of students with learning difficulties, but also encourage students to learn from each other, create a platform for cooperation and competition for students, and provide a good learning atmosphere for formal teaching.

2.2 Setting goals and designing teaching plans reasonably

As we all know, before formal teaching, teachers must fully grasp the syllabus, and carefully design the teaching plan that is most suitable for the actual situation and learning needs of students. So is English Teaching in higher vocational colleges. Before the implementation of hierarchical teaching, vocational English teachers should reasonably design the teaching objectives of basic level, improvement level and challenge level based on the clear syllabus. As for the basic level, it is formulated for the C-level students, which requires the students to achieve the most basic requirements, such as reading the main idea of the article and grasping the key words; for improving the level, it is formulated for the students of level B, which requires students to improve their basic skills, such as listening and speaking ability, reading and writing ability, etc., on the premise of mastering the basic content, so as to achieve the application ability B As for the level of challenge, it is designed for A-level students, which requires students to pay attention to the training of English application ability on the basis of mastering the contents learned in class, so as to improve their practical ability and strive to achieve CET-4. Based on this, English teachers in higher vocational colleges should design teaching plans in different levels in the process of preparing lessons, grasp the key points of teaching in the classroom, so that students can better digest the content learned in the classroom. For example: in the teaching of "diet" related knowledge, teachers can take dining out as a starting point to carry out hierarchical teaching. Before that, set up a group learning task: "the taboos in a western" Considering the weak foundation of level C students, we set the following learning objectives for them: to understand the differences between Chinese and Western food menus and dining etiquette Taboos; level B students are at a medium level, so we set such learning objectives for them: to master the words of ordering, tableware setting and dining, and to combine with the actual situation to answer; level a students have strong ability, so they can provide them with the following learning objectives Set such a learning goal: on the premise of completing the goal of level B and C, independently create dining situation and conduct demonstration. Finally, according to "to order the food, set the table, serve the food..." This process is gradually unfolded, so that students can actively discuss in groups, so as to achieve step-by-step, from shallow to deep, so as to better meet the learning needs of different levels of students.

2.3 Scientific guidance and stratified teaching

In the implicit hierarchical teaching of English in higher vocational colleges, the key to know what effect the teaching plan designed before class can achieve in class lies in the organization and implementation of teachers. In classroom teaching, English teachers in higher vocational colleges should correctly grasp the relationship between synchronous teaching and hierarchical teaching in combination with students' learning objectives, and adopt different strategies to teach students of different levels through the way of "closing opening closing"[2].For example: in the implementation of teaching, higher vocational English teachers lead students to analyze difficulties, highlight the focus of classroom teaching, give appropriate guidance to students at level a, and effectively stimulate the enthusiasm of level B students, so as to drive level C students; when asking questions, they should ask questions at different levels and provide students at all levels with opinions and opportunities to express their opinions In order to meet the needs of different levels of students and promote students to achieve the goal of classroom learning more smoothly, we should divide the homework into three levels: basic, medium and top according to the actual situation of students. At

the end of the class, vocational English teachers should also provide guidance to help students consolidate what they have learned in class, so as to further improve students' English ability. It is worth noting that in the overall teaching, English teachers in higher vocational colleges should pay attention to every student in the class, whether they are excellent students, medium-sized students, or students with learning difficulties. They should understand their psychological situation and learning situation, help students successfully achieve the goals set before class and the tasks arranged in class, so as to promote the progress of all students and constantly improve themselves.

2.4 Pay attention to methods and implement hierarchical evaluation

After teaching, English teachers in higher vocational colleges need to carry out hierarchical evaluation according to students' learning situation, and use it as teaching resources. As for the form of evaluation, it can be set as classroom questions, tests and homework, accounting for 60%. The final examination can be divided into two parts: written examination and oral examination. The former is set according to the comprehensive situation of students in each class, such as basic knowledge accounting for 70%, medium knowledge accounting for 20%, and challenging knowledge accounting for 10%. The latter can be carried out through situational dialogue. The comprehensive evaluation focuses on formative evaluation, emphasizing the incentive and guidance of evaluation. Specifically, for A-level students, more horizontal comparative evaluation can be carried out, so that students are modest and enterprising; for students of level B, evaluation can be conducted in an incentive way to promote students to be positive; for students at level C, more longitudinal comparative evaluation can be carried out to recognize and encourage students, so that students can clearly see personal progress. In this way, students at all levels can make clear their strengths and weaknesses in the evaluation process, so as to correct and improve.

3. Conclusion

In a word, teachers should be aware of the importance of implicit hierarchical teaching and take effective measures to implement it. Specifically, teachers should conduct in-depth investigation, carry out dynamic stratification, set goals, reasonably design teaching plans, scientific guidance, implement hierarchical teaching, pay attention to methods and implement hierarchical evaluation. In this way, it can better meet the learning needs of students, and make them harvest more abundant knowledge and accumulate more learning skills in the classroom.

References

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