

“Student-centered” Public English Course Construction in Higher Vocational Colleges

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Abstract. “Student-centered” construction of higher vocational English courses is a concrete practice of the “Student-centered” educational concept in the construction of higher vocational public English courses. It starts from the needs of students and focuses on the overall development of students and future life adaptation to the world. As a model course, the “Student-centered” vocational English course for higher vocational education has its own theoretical exploration and practical basis and has gradually formed a relatively complete curriculum theory system and development process. The course construction of the English subject brings new changes.

Keywords: Student-centered, public English, higher vocational education, curriculum construction.

1. Introduction

With the rapid advancement of global integration, the integration of all nationalities in the world has progressed, and the importance of English as a universal language has become increasingly prominent. Vocational colleges mainly focus on learning vocational skills. In the process of global integration, technological integration has become a concurrent trend. Therefore, improving the English teaching level of higher vocational colleges and improving the English application ability of vocational college students is currently an urgent need in vocational education. Thus, this article focuses on the “Student-centered” teaching model and presents a case study of the construction of public English courses in higher vocational colleges.

2. Practical Basis of “Student-centered” Public English Course Construction

With the sustained development of vocational education, countries around the world have carried out different practices around how to construct curriculum, which has promoted the concept of “Student-centered”:

In Russia, it was the MES courses in practice. Russia's technical decomposition and class teaching provide an operating path for large-scale training of technical personnel. Then, in response to the problems of vocational education pointed out by the International Labor Organization in the 1970s, Russia proposed an MES curriculum (employability module combination). The curriculum is based on job analysis, curriculum modularization through job task behavior, and the learning unit is also based on this. Finally, the development of learning packages provides students with learning materials. However, this course decomposes the work system to modules that can no longer be decomposed, which weakens the education of theoretical knowledge to a certain extent. At the same time, due to excessive attention to subtle connections, it also brings the danger of students ignoring the whole picture.

In the United States, it was the US CBE Course Practice. Originating from the critique of the knowledge standard of normal education at that time, the United States proposed the competency-based curriculum (CBE), which is based on job vocational competence for teaching design and teaching practice. The order of unfolding applied courses from theory to practice is broken. However, this course places too much emphasis on skills and neglects the study of theoretical knowledge. It is easy for students to acquire only piecemeal knowledge, skills and tasks, and it is difficult to obtain an overall understanding of the work situation.

In Germany, it was the German KLA curriculum practice. In the 1990s, in order to meet the challenges of the knowledge society and train more talent to meet the needs of enterprises, the

German government issued a new “Guidelines for the Preparation of Vocational Education Framework Teaching Plans for Vocational Schools”, which proposed to replace the multi-year integrated curriculum based on the subject curriculum with the KLA curriculum. In terms of curriculum development methods, this solution derives relevant “learning areas” from all relevant professional “action areas” and then concretizes them through “learning situations” suitable for teaching. This exploration has touched many deep-level theoretical issues in the vocational education curriculum, and thus won the recognition of the vocational education community in Germany and China. However, critics also point out that due to the shortcomings of the course's own theory, the program has its own limitations.

The evolution from the Russian system to the “learning field” curriculum fully shows that vocational education curriculum reform and exploration have never ceased, and that various types of vocational education curriculum models have responded to a certain degree to the needs of the society at the time and the needs of students' growth. It also provides valuable experience for the improvement of the curriculum's own system and a practical basis for the formation of “Student-centered” curriculum construction in higher vocational education.

3. The Basic Process of “Student-centered” Higher Vocational Public English Course Construction

3.1 Analysis of Student Developmental Needs

The construction of “Student-centered” public English courses in higher vocational education must first analyze the developmental needs of students, especially the analysis of the ability needs of the living world related to the students' occupations, to determine the appropriate teaching content. In terms of understanding needs, we must change the traditional view of needs. “Student-centered” needs reflect the general needs of students in adapting to the world of life. In the method of needs analysis, we must consider both the academic needs and life of students during their studies. This includes social needs, emotional needs, employment needs, and other real-life needs, as well as the need for future life, such as the need for teamwork, professional mobility, and the completion of higher-level career changes, in addition to the professional skills required by students after entering the society. On this basis, the professional ability of students to adapt to the living world, such as professional ability, method ability, and social ability, and then determine the talent training goals and specifications are determined.

3.2 Transformational Configuration Learning Elements

Through the analysis of students' ability needs, the learning elements are configured according to different ability types. Professional competence refers to the norms and abilities: norms that should be followed in accordance with professional requirements, and abilities to complete tasks independently, solve problems and evaluate results according to certain methods, such as computing ability, programming ability, and other germane skills and knowledge. Relevant abilities have vocational specificity. The learning element of this ability is professional learning, and the learning elements can be configured through the division of action areas and the development of learning areas. Method competence is the ability and desire of an individual to explain, think, judge and develop his or her own intelligence, and to design a development path in the family, professional and public life. Such as the student's decision-making ability and self-learning ability, the learning elements of this ability configuration include the inherent logic of curriculum content and curriculum reflection. Social competence is the ability to deal with social relationships, to deal with others responsibly and to understand each other. This includes interpersonal communication, public relations processing, organizational ability, sense of responsibility, etc. The corresponding learning element configuration should include hidden curriculum settings and curriculum culture construction.

3.3 Designing Learning Situations

The learning situation is to optimize the combination of learning elements in the actual living world and the possible living world, so that the ability goals, quality goals and teaching content are described in the teaching to form a theme learning unit. The design of this course plan is the key to the success of the course system design. In the specific design process, we must pay attention to how to choose the carrier of the learning context, the teaching organization form and teaching methods to analyze the learning context in detail. On this basis, it is necessary to clarify the relationship between different learning context carriers, determine what kind of learning context carrier to choose, how to express and arrange learning contexts, etc., all of which are related to the achievement of learning effects.

3.4 Optimize Teaching Implementation

One of the differences between “Student-centered” vocational English courses and traditional courses is that they put forward higher requirements for course implementation. The “Student-centered” vocational English course requires different teaching and evaluation methods for different types of students. For example, for different students, a conversational teaching method suitable for individualized teaching and counseling is used to achieve two-way transmission of teaching information and achieve mutual construction of knowledge. In addition, a “six-stage” teaching method can be adopted, that is, motivation, problems and solutions, multi-procedure process teaching, such as experimentation, memorization, mastery and application, let students experience the realization of teaching purpose. For the cultivation of comprehensive ability, the project teaching method can be adopted, allowing students to use their professional ability to operate in real or simulated project situations, using specific problem situations to cultivate students' methods and social ability.

3.5 Intensive Course Process Evaluation

Curriculum development is a dynamic process that includes curriculum evaluation. The “Student-centered” public English course evaluation in higher vocational education should adhere to the diversified curriculum evaluation standards based on the developmental needs of students and integrate students' self-evaluation, teacher's process evaluation, and social and business evaluation. Simultaneously, “Student-centered” public English courses in higher vocational education should be evaluated at each stage of curriculum development, and the formative evaluation should be strengthened, and comprehensive evaluation should be conducted mainly from the aspects of curriculum objectives, curriculum content, curriculum structure and curriculum effects. As for the evaluation method, there must be both quantitative evaluation, namely, academic evaluation, and qualitative evaluation, namely, benefit evaluation. At the same time, it is necessary to utilize the feedback from the course evaluation in time to promote the continuous optimization of course elements.

4. Conclusion

Too much emphasis on the subject position of teachers is the main driver for the unsatisfactory teaching effect in English teaching in higher vocational colleges. Many educators have recognized the deficiencies of traditional teaching methods and actively launched teaching reforms. It also needs to undergo a certain period of transition although educators have changed from the traditional model to the new model. At this stage, how to effectively achieve Student-centeredness in public vocational English public classrooms requires educators to continuously explore. Only in keeping with modern development trends, adapting the teaching concept, and carrying out classroom teaching centered on students, can students' enthusiasm for learning be maximized and the quality of teaching effectively improved.

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