

Research on the Reform of Employment-oriented College English Teaching Model

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Abstract: Unlike higher vocational colleges, university education emphasizes comprehensive quality education, which makes the vocational ability of graduates inadequate, resulting in a severe employment situation for college graduates. In order to solve the practical employment problem, this paper takes college English teaching as an example, combines the employment-oriented principle of Higher Vocational colleges, and carries out the research and reform of teaching mode. Starting from the aspects of teaching concept, teaching structure, specialization of teaching content and improvement of assessment and evaluation mechanism, the employment-oriented reform of College English teaching mode has been completed.

In the new college English teaching mode, new requirements are put forward for the teaching objectives of College English. The teaching content is employment-oriented, and the teaching mode of College English is comprehensively improved to effectively improve students' employment ability.

1. Introduction

In recent years, China's employment situation has been declining continuously, and the imbalance between the supply and demand of jobs and workers is serious. The imbalance of demand for high-end talents in various industries is one of the influencing factors, reflecting that the main problem is the imbalance between the training of talents and social needs. Nowadays, university education and higher vocational education are not the same. Higher vocational education, under the educational attribute of guaranteeing people-oriented education, focuses on maintaining the characteristics of Vocational education, focusing on cultivating students' vocational ability to meet the needs of future posts in schools. Schools adopt a one-stop education model of enrollment, education and employment [1]. Although the education level of higher vocational education is not high, and the knowledge level and comprehensive quality of students are slightly low, the Employment-oriented Teaching mode can effectively solve the problem that the theoretical ability of university graduates is out of line with the needs of social posts.

The training goal of higher education is the general principle and direction of talent cultivation. Under the new employment situation, the most fundamental goal of College English education is to cultivate high-quality vocational talents and meet the requirements of social posts in foreign

language ability. The training mode of qualified personnel should be reformed from two aspects: basic ability training and professional ability training. At present, College English teaching still stays on the cultivation of basic abilities, lacking the ways and means of cultivating students' professional abilities. With the rapid development of China's economy and the further acceleration of the process of internationalization, talents in various industries are required to achieve the comprehensive use of professional knowledge and the professional application of English. The current college English education system is the basic teaching for all professional students, and there is a great demand for full-time talents with high English level and other language abilities in the job market, but the ability of graduates is far from meeting the vocational requirements. Therefore, in response to the above situation, the employment-oriented reform of College English teaching model should be carried out.

2. Setting up the Teaching Concept of Vocational Training of English Ability

Only by fundamentally changing the concept of teaching can we fundamentally solve the problem of realistic teaching mode. Firstly, we should reconstruct the teaching concept of public English in universities, instead of focusing on universal education and really differentiating subject-based English education. Secondly, we should change the teaching mode of professional English. Traditional professional English can only be divided into two major disciplines. It should be cultivated according to both academic and academic aspects. We should refine vocational requirements and change the teaching of simple knowledge to the cultivation of English ability [2]. Vocational competence consists of three parts: basic competence, professional competence and key competence. The key competence involves the ability of social communication and self-learning. It is the most competitive factor. College English teaching should attach importance to the cultivation of such key competence. It is necessary to change the teaching mode of public English in Colleges and universities, to take the employment goal as the orientation, to set professional teaching objectives, and to combine teaching with employment. Taking English teaching in higher vocational schools as an example, its teaching concept aims at conveying laborers to the society, aiming at cultivating English skilled talents, which has obvious characteristics of Vocational education. College English teaching concepts should integrate higher vocational education concepts, adapt to the current employment environment, take serving the society as the goal, establish Employment-oriented Teaching policy, so that college graduates can learn professional skills adapted to industry development and social needs in school [3]. Although the mode of higher vocational education has a kind of "narrow" performance, such as vocational quality education is not perfect, but the employment ability of its graduates is stronger than that of University graduates, which is worth learning. Therefore, it is necessary to change the concept of theory-based teaching, employment-oriented and applied competence-based teaching in College English teaching.

3. Restructuring College English Teaching Framework

Firstly, College English teaching should aim at adapting to the needs of social employment and carry out the reform of College English curriculum. The setting of College English teaching curriculum objectives should be higher than that of Vocational schools. The setting of English curriculum should embody the characteristics of college education and enable students to acquire the relevant knowledge of future employment through English curriculum learning. When setting up English teaching curriculum around this core, we should insist on the cultivation of students' comprehensive quality and not abandon the essence of University education [4].

Currently, the curriculum of College English is extremely simple and lacks detailed division. The curriculum redesign should be based on the traditional teaching curriculum. To be

employment-oriented, the design of the whole college English curriculum system should take students'future career orientation as the top level, and then set up corresponding professional courses according to their different needs for English. Among them, curriculum setting should conform to three characteristics: universality, rigor and pertinence. At present, College English public teaching is universal, but what is lacking is to add practical courses. Strictness is to reclassify English majors according to their needs on the basis of curriculum universality. Under the same professional conditions, first of all, to investigate students'future career planning, establish students' career goals, and then reclassify them according to the detailed survey results, refine the teaching classification of English majors, and set up English vocational courses that meet the detailed professional requirements. In addition, university education itself should shoulder the responsibility of transporting high-quality talents for the society and attach importance to the cultivation of students'professional qualities. Therefore, on the basis of training English-skilled talents, we should add the contents of vocational culture and professional qualities to promote students to understand their future careers fundamentally, love their careers and lay a foundation for their future entry into society.

4. Specialization of College English Teaching Content

Employment-oriented College English teaching reform should change the traditional mode, no longer deal with the content uniformly, but combine the teaching content with the major, take the professional content as the standard, carry out practical application activities, and improve students'ability to use English in line with their professional work. Only by integrating professional English knowledge into English teaching and combining classroom teaching with practical exercises can students'English application ability be better cultivated [5]. In order to cultivate students'post English ability, we should integrate professional content into English listening, speaking, reading and writing ability, and give students the ability of continuous learning and self-learning.

Relevant to occupation, English listening and speaking ability is reflected in foreign-related exchanges and routine professional work. To cultivate students'ability to communicate in foreign-related exchanges and routine professional work, and to possess communication skills and skills for English majors. Because many professional students in the future such as financial markets, business exchanges, foreign trade and other posts have English job requirements, if the English level is not enough to communicate, it will reduce the competitiveness of the profession, and even lose job opportunities.

The national accredited vocational qualification certificate obtained through the examination is the certification standard of the competence of the practitioners, and it is a magic weapon for the current practitioners. Therefore, it is necessary to add the content of vocational qualification examination to the education of English courses in Colleges and universities. In teaching, vocational examination content can be integrated into education content, so that students can understand the career development trend, master the skills of relevant certificates, help them pass the examination smoothly, obtain certificates, and improve the competitiveness of future employment.

It is the requirement of quality education to cultivate college students'ability to learn English independently and sustainably. In modern society, job seekers are required not only to possess the professional skills required by the current job, but also to be able to adapt to learning, which is in line with the requirements of future survival and development of enterprises. The learning ability is comparable to the results. With the development of information age, knowledge is constantly updated. The knowledge that school teachers have just learned may have become the past before it

is imparted, not to mention the textbook knowledge that has remained unchanged for years. Therefore, knowledge is constantly updated, learning can not stop. After completing the school education, we still need to continue to learn, update our personal knowledge base in time, and master the latest skills to meet the vocational and social needs. Therefore, College English education should lay more emphasis on methods.

5. Scientific and Rational Assessment and Evaluation

The way to test the teaching effect is to pass the examination. In order to test the quality of the talents trained in College English teaching, we must have a set of assessment criteria, which can reflect the level of education and teaching comprehensively and intuitively, and the advantages and disadvantages of the talents training [6]. The final assessment implementers are the talent market and employing units.

Current assessment is divided into two aspects: intermediate education stage and practical application level. At present, the assessment of students'English learning results in Colleges and universities is only based on their achievements. The examination results twice a year are the only criteria for the final evaluation of teaching and learning results. Only the students'memory ability is tested by written examination, which has no practical value. Students'overall English application skills have not been accurately judged and positioned, so they lack the evaluation of students' vocational skills and abilities, fail to grasp the focus of education, fail to carry out targeted training, and the gap between university talents and employment needs continues to grow.

In order to make students really adapt to the needs of their posts, it is necessary to change the mode of deciding the success or failure of the exam to rationalize the assessment of their abilities. We should adopt a variety of assessment methods, increase the proportion of the usual results, pay attention to the stage application ability assessment, not determine the success or failure of a test paper, and insist on paying equal attention to the formative diagnostic examination and the summative evaluation examination. Among them, the content of practical application level evaluation includes students'self-learning experience, students' communicative application ability, teachers'evaluation of students' achievements, and the evaluation of grade education effect by educational administration departments [7].

Establish an English assessment system closely related to employment. Because the current employment enterprises pay more attention to the requirements of relevant certificates when recruiting personnel, the examination of student certificates has become the focus of education. However, in practice, it is found that language certificates do not indicate the language competence of the holder in the actual work. Therefore, we can't solidify the study route of taking the certificate as the main factor and repeat the mistakes of examination-oriented teaching. We should combine theoretical examination with practice, and test their practical ability in addition to the condition of certificate acquisition.

Work practice and market feedback evaluation are introduced into the teaching evaluation system. Before graduation, students will enter the enterprise practice stage. Interns should conform to the practice standards formulated by the school and enterprise, and complete the teaching quality assessment. After students enter the enterprise, the enterprise should make an objective evaluation of students'performance according to their performance in practice, give reasonable results, and transform them into an important part of students' normal performance. This practical evaluation method is most suitable for employment-oriented and directional development of College English teaching, which can better ensure that students adapt to the application of English in the real environment. On the other hand, only by examining what we have learned in the real working environment can we really find out the problems in the actual work. Through the feedback of

students'practical problems, we can plan and rectify the contents of College English teaching and teaching assessment methods, improve the ability of graduates to use English after work, further supervise the improvement of teaching quality and deliver high-end talents to the society.

6. Conclusion

In this paper, the employment situation of college graduates is analyzed. Taking College English teaching as an example, the reform of Employment-oriented College English teaching mode is proposed. Combining with the concept of targeted teaching in Higher Vocational schools, the reform of College English teaching mode is carried out in terms of teaching concept, curriculum, content and evaluation system. It is hoped that the reform strategy proposed in this paper can effectively guide the reform of College English teaching mode, effectively improve students'English ability and professional quality, and ultimately improve the employment rate of College graduates.

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