

Research on the Reform of Employment - Oriented Vocational English Education

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Abstract: This paper studies the reform of “employment oriented” Vocational English education, analyzes the necessity of the reform and the problems faced by the current vocational English teaching. Finally, this paper summarizes five reform strategies: changing ideas, reforming models, innovating contents, enriching methods and innovating evaluation. It is hoped that this paper can provide effective help for Vocational English educators in Colleges and universities.

1. Introduction

The traditional English teaching in colleges and universities is influenced by the test education. In the course of the course, only the traditional listening, speaking, reading and writing education are paid attention to, but the practice teaching of the professional English is ignored, which leads to the limitation of the teaching effect. With the recent years, our country has been in close communication with the countries of the world, and the more popular the English application has made the traditional vocational English education reveal a lot of problems. “Employment-Oriented” vocational English education reform can not only improve the teaching quality of vocational English, but also promote the good development of vocational English education in our country.

2. The Necessity of the Reform of “Employment Oriented” Vocational English

In the traditional vocational English teaching in colleges and universities, because both the teaching scholars and the textbook editors are influenced by the examination-oriented education, only focus on the application of the examination in the teaching process, but the practical application ability of the students is despised. Finally, after studying, the students can only cope with the examination, but can not use it flexibly in real life. However, the emergence of this phenomenon makes college students can not meet the needs of employment units after graduation, and then makes graduates lose certain competitiveness in the fierce recruitment link, and add a certain hindrance to the employment problem. Besides, in the face of this problem, occupational English educators should carry out and the effective reform of occupational English education makes the occupational English course in colleges and universities a flexible professional course instead of the traditional examination-oriented education, and provides some skill advantages for the employment problems of college graduates, so as to increase the employment competitiveness of college students. Therefore, it is imperative to reform the employment-oriented occupational English teaching.

3. The Problems Existing in Vocational English Education in China At Present

At present, China has not yet carried out a comprehensive reform of the occupational English curriculum in colleges and universities, so there are many problems in the teaching of occupational English in many colleges and universities.

The concept of occupational English teaching is too backward. As mentioned above, due to the influence of examination-oriented education in China, occupational English courses in colleges and universities are still being taught unilaterally by teachers. This kind of teaching method can not only not effectively improve students' application ability of occupational English, but also can not

improve the effectiveness of occupational English teaching. The fundamental reason is that the teaching idea of professional English teachers is too backward.

The teaching mode of vocational English is too conservative. At present, the vocational English teaching mode of all colleges and universities is still using the traditional listening, speaking, reading and writing practice, so that the students' professional English ability lacks a certain practical experience. The appearance of this kind of situation not only makes the students unable to correctly understand the application of the professional English, but also can not reflect the teaching effect of the professional English, so the vocational English teaching mode is too conservative to become one of the important problems in our vocational English education.

The teaching content of vocational English is too single. At present, the teaching content is too single in the vocational English teaching of some colleges and universities in our country, and even the English test is emphasized in the vocational English of some colleges and universities, and the actual application part is less. Therefore, the teaching content of vocational English is too single, and it is one of the problems in the English teaching of our country.

The teaching method of vocational English is too rigid. Because of the lag of the idea of vocational English teaching, the teaching method is too hard. The traditional teaching method of vocational English in colleges and universities only adopts the unilateral forced indoctrination of the teaching person, and the student's rote learning is carried out, and the education method and the learning method can not only guarantee that the vocational English teaching can achieve the expected effect. At the same time, the students can have a certain conflict of psychology to the professional English subject.

The way of professional English evaluation is too conservative. The teaching evaluation method of vocational English in the traditional colleges and universities is mainly based on the test results of the students. The evaluation method can not only reflect the actual application ability of the students to the professional English, but also make the students only pay attention to the examination, but they are belittled to the application. The traditional English teaching evaluation method has long been unable to meet the current development needs, so the evaluation method is too old to become one of the important problems in the current vocational English teaching.

4. The Countermeasures of the Reform of the Vocational English Education in the “Employment-Oriented”;

4.1 Changing the Traditional Teaching Idea

Vocational English teaching workers in colleges and universities want to be “employment-oriented”. To carry out the reform of occupational English teaching, we should first change the traditional vocational English teaching concept to ensure that the teaching concept can meet the needs of social development and the current employment situation. In this problem, college English teaching workers should pay attention to observe the current employment situation on the demand for students' occupational English ability, set “people-oriented” as a new concept of occupational English teaching in colleges and universities, attach importance to students' occupational English application ability, and ensure that students can make flexible use of the course content after learning the occupational English course, so as to make sure that the students can make flexible use of the course content after learning the occupational English course, so as to make sure that the students can make flexible use of the course content after learning the occupational English course. To improve students' occupational English application ability and lay a good foundation for students' future graduation and development.

For example, occupational English teaching workers in colleges and universities can emulate the teaching ideas of other practical majors, and then derive the vocational English teaching ideas that meet the needs of students' employment development according to the current actual situation. However, this teaching concept needs to focus on the cultivation of students' ability to use occupational English, change the traditional examination-oriented education model, and take practice as the teaching basis, so as to provide a solid guarantee for students' graduation and

development in the future.

4.2 Reforming the Model of Occupational English Education

If the vocational English teachers want to “employment oriented”, they should change the teaching mode to ensure that the new vocational English teaching mode can meet the needs of the current employment development, so that students can not only learn the relevant knowledge points in the vocational English classroom, but also use it. In the traditional teaching mode of vocational English in colleges and universities, teachers only pursue one-sided knowledge infusion, but ignore the degree of knowledge absorption of students, which leads to the failure of vocational English teaching to achieve the expected results. After the reform of vocational English teaching mode, we should make clear the main position of students in the teaching process, and take students as the center to carry out vocational English Teaching in Colleges and universities.

For example, the “learning + application” teaching mode is applied in the college vocational English teaching. After the teaching of the relevant knowledge points, the teaching staff can use the students to practice the students, so that the students can understand the correct meaning, and also enable the students to use them in a flexible way, so as to achieve the expected teaching effect.

Again as practical teaching model is used in vocational English teaching in colleges and universities. After explaining the relevant teaching materials, the teaching scholars create a practical situation for the students, let the students use the teaching contents in the pure English environment, and observe the students' ability to use and express, find out the shortcomings in time, and correct them, so as to achieve the expected teaching effect.

4.3 Innovating the Content of Vocational English Teaching

When the occupational English teaching workers in colleges and universities want to be “employment-oriented” and carry out the reform of occupational English teaching, the contents of innovative occupational English teaching should be included in the scope of the reform. The traditional vocational English teaching in colleges and universities only pays attention to the examination-oriented teaching content, but neglects the practical application part, so there are still many shortcomings in the current occupational English teaching material. When implementing the reform, the teaching scholars should aim at this problem and carry on the targeted reform, so that the vocational English teaching content in colleges and universities can not only meet the needs of the current employment development, but also strengthen the students' ability to use it [1].

Take “what's the matter” for example. When translating the word “what's wrong” in the traditional vocational English teaching in colleges and universities, it is usually translated as: What's wrong?, What happened?, What's the matter? There are three forms. In general, students can not distinguish the three kinds of translation content, so in the reform of educational content, teachers should pay attention to the practicability of occupational English, change the traditional examination-oriented thinking, and divide the spoken form and formal expression form of the word “what's wrong” for students in detail, so as to ensure that students can correctly understand and use it.

4.4 Enrich the Teaching Methods of Occupational English

When the vocational English teaching workers in Colleges and universities are “employment oriented” and carry out the reform of Vocational English teaching, it is suggested that the teaching methods of Vocational English should be included in the scope of the reform, so as to effectively improve the teaching effect of Vocational English, and at the same time, to significantly improve the students' ability to use Vocational English. Traditional vocational English teaching methods in Colleges and universities focus on listening, speaking, reading and writing, and mistakenly think that this kind of training is the practical application of Vocational English. The misunderstanding not only makes the teaching effect of Vocational English unable to be improved, but also makes some students walk into the misunderstanding of wrong English pronunciation. Therefore, the teaching staff should study the situation of this kind of problem, and provide students with a good pure English learning environment when they are cultivating their ability of using professional

English. In order to establish pure English thinking for students, it can also effectively correct students' wrong English pronunciation, and lay a good English foundation for students' future employment development [2].

For example, when carrying out the vocational English course, the foreign teachers can be invited to join the teaching class to create a pure English learning environment for the students, and can also timely correct the wrong English pronunciation of the students. Or provide students with practice opportunities for foreign enterprises, so that students' professional English ability can be used in real time, so as to effectively improve students' professional English application ability.

4.5 Innovating the Evaluation Method of Workplace English

The traditional evaluation method of occupational English in colleges and universities is based on the student examination. This kind of evaluation method is not only not scientific, reasonable, comprehensive and holistic, but also is not conducive to the overall development of students' occupational English learning ability. The students' occupational English learning ability is limited to the examination, and the improvement of students' practical application effect is ignored. Therefore, when carrying out the teaching reform, vocational English teachers in colleges and universities should change the evaluation method of occupational English into a comprehensive evaluation method, which should not only include the students' written examination ability, but also include the students' English application ability in the daily teaching process, so that the students can use English in the assessment position. While the comprehensive ability of occupational English has been effectively improved, it also provides a guarantee for the future employment development of students [3].

5. Conclusion

The reform of occupational English teaching in colleges and universities can not only effectively improve the teaching quality of occupational English, but also improve students' comprehensive application ability of occupational English. While laying a solid foundation for the future employment development of students, it can also vigorously promote the scientific development of education in our country.

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