

# The Analysis of English Teaching in Secondary Vocational Schools Based on Improving Students' Professional Ability

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**Abstract:** English teaching in secondary vocational schools is employment-oriented. The formation of students' professional ability not only allows students to better adapt to future social occupations, but also helps to improve students' English ability. Students with strong English professional ability can go more smoothly. Into the talent market and get employed. The formation of students' professional skills in English teaching in secondary vocational education depends on the effective guidance of teachers. More importantly, students must actively participate in every link of classroom teaching in the English classroom, strengthen their professional consciousness, and let their own career awareness is closely integrated with English learning and professional skills.

## 1. Introduction

Modern secondary vocational English teaching not only requires students to have certain basic knowledge and basic skills of English, but also to cultivate students' ability to apply English in daily life and professional settings; to lay the foundation for students' career, continuous learning and lifelong development. The goal of "employment-oriented" secondary vocational education is to cultivate skilled personnel with certain vocational capabilities. However, the traditional English teaching in secondary vocational education mainly focuses on teacher's speaking and students' listening, ignoring students' subject status and language practice ability. Students leave class and return to reality

In our life, the students were able to speak English or write in English without using the language knowledge i learned. There was a serious disconnect between English teaching and life.

The essential requirement of vocational education is to cultivate the professional ability of students. All teaching activities in secondary vocational education must be based on improving the employment competitiveness of secondary vocational students. The "English syllabus for secondary vocational schools" clearly states that the task of the English course is "to enable students to master certain basic knowledge and basic skills of English, to cultivate students' ability to apply English in daily life and professional settings; laying the foundation for learning and lifelong development." Therefore, vocational English teaching must reflect professional characteristics, cultivate students' professional ability, and lay a solid foundation for students' employment and continued learning. This is also the inevitable development direction of vocational English teaching.

## 2. Definition of Concept

### 2.1 Occupational Ability

Occupational ability refers to the combination of multiple abilities of people in a certain occupation, which is usually divided into general vocational ability, professional ability and key ability. China's vocational education focuses on cultivating practical talents with comprehensive vocational ability and adapting to market demand. The main task is to serve employment, and the comprehensive vocational ability of students directly determines its employment quality.

### 2.2 Secondary Vocational Schools

Secondary vocational schools refer to various vocational schools established with the approval of

relevant government departments and implementing full-time secondary education, including public and private general secondary schools, adult secondary schools, vocational high schools, technical schools, and secondary schools attached to higher education institutions, colleges, secondary vocational schools, etc.

### **3. Problems in Vocational Ability Training in English Teaching in Vocational Schools**

#### **3.1 Weak Foundation and Lack of Motivation to Learn**

As the students of secondary vocational teaching have the same learning receptivity, there are also large differences in the basics. In addition, the teaching in schools is mainly based on systematic teaching, so it also adds difficulties to students' learning and makes their own learning enthusiasm affected, so that they do not concentrate on studying, there is a large chance of luck in the homework, they are not careful in remembering and writing English vocabulary, lack of interest in learning English, and even appear to skip classes, leave early, be late, etc., and make their own careers. The ability is small to improve.

#### **3.2 Weak English Language Skills**

The use of English in the new era is becoming more and more important and flexible, so if secondary vocational students want to improve their professional ability, they must first learn to use the English language flexibly. However, in the actual learning process, one-sided learning is mostly based on textbooks, lacking a learning environment to exercise language use. On the other hand, students' little interest also makes them lack of enthusiasm for English listening, speaking, reading, and writing. As a result, their ability to speak Japanese is affected, and their ability to use English language is relatively weak. In the long run, students' professional ability will be affected, which will affect their work and future development.

#### **3.3 Lack of Emphasis on Humanities and Professional Literacy**

In the process of English teaching in secondary vocational schools, the same problem usually exists. That is, the teacher attaches too much importance to the cultivation of students' language skills, while neglecting the education of introducing students to the English background and related culture, and ignoring the students' professional ethics and occupation. The conduct of knowledge and the transfer of knowledge, so that students are affected, it is easy to affect the students' professional literacy and cultural level.

### **4. Necessity of Application of Employment-Oriented English Teaching Model in Secondary Vocational Education**

#### **4.1 In Line with the Professional Characteristics of Secondary Vocational Education**

Compared with ordinary basic education and higher education, the characteristics of vocational education are stronger. Vocational education is an important form of education for the cultivation of applied talents for society. In teaching activities, more emphasis is placed on the cultivation of talents' practical and innovative abilities. The employment-oriented reform of the English teaching model in secondary vocational schools can implement the educational philosophy of secondary vocational schools. In employment-oriented English classes in secondary vocational schools, students' English proficiency has been cultivated, and their comprehensive professional ability has been improved. Such teaching activities are closer to the professional characteristics of secondary vocational education.

#### **4.2 Application Features in Accordance with English Learning**

In English teaching, teachers need to train students' four basic abilities: listening, speaking, reading, and writing, and each improvement of the abilities will promote the improvement of students' English application ability. Language needs to be understood in repeated applications, and

language skills need to be improved in repeated applications. Employment-oriented English teaching activities in secondary vocational schools pay attention to the cultivation of students' language application ability. Language is a tool that serves people's daily communication. The employment-oriented English teaching model is consistent with the essence of English language development.

## **5. Strategies of English Teaching in Secondary Vocational Schools Based on Improving Students' Professional Ability**

### **5.1 Employment Orientation, Strengthening Practical English Teaching**

The traditional English teaching mode of secondary vocational schools is not sufficient in the nature of employment. To conduct employment-oriented English teaching activities in secondary vocational schools, it is necessary to break through the restrictions of traditional teaching modes on English teaching in secondary vocational schools and add training to the teaching. Adhering to employment orientation can promote the cultivation of applied talents. Emphasizing the practical application of the English language, attaching importance to textbook knowledge input and language communication output, so that students' English ability can be improved in an all-round way. Teachers need to update their personal teaching ideas, optimize the teaching process, and appropriately add training activities to students' employment needs, so that students can get the opportunity to speak and use English in English learning.

### **5.2 Employment Orientation and Optimization of English Teaching Contents**

For a long time, the content of English teaching in secondary vocational schools is very similar to that of ordinary high schools. To highlight the professionalism of English teaching in secondary vocational schools, teachers need to reform the teaching content appropriately. Taking the improvement of students' employability as the teaching goal requires the support of reasonable teaching content. Adjusting the teaching content is an important step to enhance the professional characteristics of English teaching in secondary vocational schools. Teachers should design personalized teaching content according to the professional characteristics of secondary vocational students, taking into account the English needs of society for technical and applied talents, and teaching English in accordance with market needs.

For example, when explaining Interests and Hobbies, teachers can take into account the students' daily communicative skills training goals, let students understand some "Interests and Hobbies" nouns, such as "fishing, high jumping, walking, inventing", etc. In addition, teachers should prepare specialized vocabulary for students of different majors, and guide students to express their professional interests in English. Through the optimization of teaching content, English learning content can meet the needs of students' professional development, which is conducive to the realization of employment teaching goals.

### **5.3 Employment-Oriented Reform of English Teaching Methods**

To implement employment-oriented English teaching activities, teachers must optimize the teaching mode. Instilled teaching mode is not conducive to the improvement of students' professional ability. In English teaching in secondary vocational schools, teachers must establish an equal teacher-student relationship with students, strengthen teacher-student interaction, and give students opportunities to express themselves. It is also necessary to enrich teaching activities so that students can find the fun of English learning in fresh activities and stimulate the enthusiasm for English learning.

For example, when explaining personal information, considering the students' future employment, teachers can guide them to conduct English interviews through role-playing games. Guide students in groups of six, three as interviewers and three as interviewees. Use English communication to ask and answer personal information, and exchange roles appropriately. In innovative classroom activities, students can feel the practicality of English knowledge and improve

their employability in the future.

#### **5.4 Innovate the Teaching Mode of Education and Pay Attention to Students' Language Application Ability.**

The traditional teaching model is mainly teachers and students as supplements. Practice research shows that the traditional education and teaching mode is not conducive to the cultivation of students' comprehensive quality and professional ability, so secondary vocational teachers must change the traditional teaching mode. In the specific teaching process, teachers should innovate teaching models and introduce new elements. For example, in the teaching process of business English, teachers can add specific application examples to strengthen the effective communication between students and teachers, pay attention to oral communication between students and teachers, and effectively achieve classroom interaction. Teachers can also organize skills contests, such as speaking contests and speech contests, to create more conditions for students to learn and master English; teachers can also set up English corners in the class to encourage students to use spoken English in daily life to communicate, and then improve students' ability to master the English major. Taking common spoken English as an example, teachers can use the specific patterns of directions and directions to learn to talk based on the students' daily life situations.

#### **6. Conclusion**

Secondary vocational education bears the heavy responsibility of cultivating practical talents for the society. The core of its education is to cultivate students' professional ability, enhance their employment advantages and strength, and better adapt to society. English teaching in secondary vocational education should be oriented to improving students' employment competitiveness, so that secondary vocational college students can better meet the needs of social development after graduation. In English teaching in secondary vocational schools, teachers should be employment-oriented, take the combination of English courses and professional knowledge as a carrier, use students' life and professional scenes as teaching backgrounds, and use practical abilities as training targets to cultivate students' comprehensive professional abilities. In the context of "Internet +", English teachers must update their knowledge in a timely manner, strive to improve themselves, and constantly explore effective ways to improve students' English professional ability.

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