

# On the Reform of English Public Course Teaching Mode in Higher Vocational Schools

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**Abstract:** According to the English learning status, learning foundation and learning habits of students in higher vocational schools, multi-level teaching and experiential teaching are combined. Adopt flexible and varied teaching modes to stimulate students' interest in learning; Intuitive teaching, effective use of information technology teaching means, improve the classroom effect; Create a kind of autonomous participation in the teaching situation; Carry out various forms of extra-curricular activities, strive to create an English learning environment, integration of production and education, and reform the English teaching mode in higher vocational colleges.

**Keywords:** English Teaching; Higher Vocational Colleges; Reform; Public Courses; Arouse; Interest.

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## 1. Introduction

With the rapid development of the global economy and the widening of the fields of communication between countries, more and more foreigners come to China to invest, do business and travel, which promotes the need for talents who can understand English in all walks of life. The training goal of higher vocational education is the high-end technical talents needed by the society, and its vocational characteristics require the practical skills education directly for the specific work, what is learned and taught should be closely related to the reality, and should be useful and practical. English teaching in higher vocational schools has shifted to "measuring teaching quality from the perspective of focusing on ability and quality". Therefore, it is necessary to cultivate talents with correct values, good psychological quality, foreign language application ability and cross-cultural communication ability. Among them, the requirement of foreign language quality has been improved from reading and writing in the past to listening, speaking, reading, writing and translating. However, there are many problems in the actual teaching practice. Therefore, it is of positive practical significance to analyze the causes of the problems and explore the solutions in practice. Starting from the reality, this paper discusses how to reform the English teaching mode, so as to improve students' learning enthusiasm and achieve better learning results.

## 2. Present Situation of English Common Course Teaching in Higher Vocational Schools

### 2.1. Student Origin

The source of students of higher vocational colleges is more complicated than that of undergraduate. From the point of view of graduation schools, there are high school graduates, as well as secondary vocational, technical and technical school graduates who are admitted through the entrance examination. In terms of the regional scope of enrollment, the candidates come from all over the country, and some candidates come from the remote areas in the northwest or

southwest, where the English teaching teachers and teaching quality are relatively weak. From the perspective of students' own conditions, some students have never received systematic listening and speaking training before college, so they can neither understand nor speak, their vocabulary is seriously insufficient, and they can actively use fewer words. Students only listen to teachers and read with teachers, have no time and ability to think and analyze, and have not converted language knowledge into their own knowledge. After graduation, they still cannot speak English, cannot write English, and cannot communicate with others. Can't solve practical problems on the job.

### 2.2. Selection of Teaching Materials.

Most high vocational and professional schools will choose the corresponding textbooks, some schools use undergraduate textbooks, and some schools choose the textbooks according to the students' major. Schools and majors with a good source of students believe that choosing undergraduate textbooks can improve students' English a step, because some students have the desire to take the College English Test Band 4, so they choose undergraduate textbooks. In addition, there are some quality problems in the compilation of teaching materials for higher vocational and specialized courses. Such teaching materials are compiled according to the training objectives of "Basic Requirements". However, although some textbooks are more practical, they pay attention to the "communicative principle", but ignore the "systematic principle", and do not follow the "step-by-step principle" or "phased principle".

### 2.3. Teaching Evaluation

Most schools adopt a single outcome evaluation in teaching evaluation. That is, at the end of each semester, a final exam will be conducted, using written answers. The normal grades account for a certain proportion, and the final grades are evaluated. This evaluation method is too simple, so that students only pay attention to the learning results and ignore the learning process. In addition, for students with different basic degrees, the same evaluation standards are used, so that poor students can not see the light, which is not conducive to encouraging poor students, some students think that they can not pass the exam, how to learn can not catch up with good

students, which eliminates the enthusiasm of some students to learn.

### **3. Teaching Reform Measures for English Common Courses in Higher Vocational Schools**

It is the duty of English teachers in higher vocational colleges to strengthen English teaching and shape qualified English quality for students in the future. The problems faced by English teaching in higher vocational colleges are caused by various reasons, so comprehensive consideration should be taken when solving the problems, and the solution is not single, but should take various forms to better solve the problems according to different factors.

#### **3.1. Combination of Stratified Teaching and Experiential Learning**

The quality of students in higher vocational colleges is low, so we should start from the formulation of minimum standards and gradually transition to high standards. Secondly, students are allowed to develop unevenly. As long as we do a good job of stratified teaching, all students will certainly improve on their own basis.

The combination of class group teaching and individual teaching is the main way of stratified English teaching.

##### **3.1.1. Stratification of Teaching Objectives.**

The depth of learning content of students with different English bases should be different, and the teaching objectives should be divided into the lower limit and upper limit requirements, so that most students can learn and master the key points and key points of knowledge, and so that eugenics can learn to use knowledge flexibly in the network, comparison and expansion.

##### **3.1.2. Hierarchical Teaching Methods.**

It is necessary to carefully vary the teaching methods, to different levels of students, according to different requirements, to adopt different ways of inspiration, guidance, and guidance, to induce each student to think positively, wholeheartedly into listening, speaking, reading, and writing learning activities.

##### **3.1.3. Diversification of Teaching Organization Forms.**

The whole class, group, deskmate, individual teaching forms of flexible and diverse combination, so that each student to get the most practice opportunities. At the same time, superior students can play a backbone demonstration role, and poor students can get individual help. A little progress should be positively evaluated and encouraged. American writer Janet Graham wrote in her article that bright children benefit as much from criticism as from praise, but less able children respond less well to criticism and need praise the most. Mark Twain once said, "I can live two months longer with just a compliment."

The above is enough to explain the importance of encouraging praise for poor students, so we should pay special attention to the improvement of poor students' application ability and establish corresponding evaluation standards. For students with high English level, our evaluation standards are also appropriately raised, with high and low, only in this way can most students make progress together.

#### **3.2. Adopt Flexible and Diverse Teaching Modes to Stimulate Students' Interest in Learning**

Flexible and varied teaching mode is an effective means to stimulate students' interest in learning and trigger their motivation in learning. English teachers in vocational schools should make more efforts in the scientific design of teaching process and the optimization of training forms, so as to serve the all-round development of students' quality. Combined with the characteristics of English subjects, we can appropriately increase the proportion of listening, speaking and reading exercises, encourage students to speak English in teaching, speak boldly, not afraid of making mistakes, and give teachers guidance and timely evaluation.

At the same time, English practice teaching can create a language environment according to the teaching content, and fundamentally solve the problem of students' "happy learning".

#### **3.3. Intuitive Teaching, Effective Use of Information Teaching Means, Improve the Classroom Effect**

In teaching, we must make full use of students' various senses and existing experience, enrich students' direct experience and perceptual knowledge through various forms of practical perception, contribute to the formation of perceptual knowledge and it helps to concretize abstract knowledge. It provides students with real situations, so that students can perceive, understand and apply what they have learned in specific situations. From the perception of image to the realization of actual understanding, shorten the time of understanding, improve the efficiency of learning.

Using modern information technology to play the perception function of eye, mouth, ear, hand and brain has a multiplier effect on improving teaching effect. First of all, teachers should master the basic operating procedures of the modern media system, have the ability of electronic lesson preparation, multimedia design, courseware making and teaching, make full use of the functions of the language room, strengthen training, and improve students' listening and speaking ability; Secondly, from the aspect of teaching management, it is necessary to do a good job in the research of electrical teaching, through operation, discussion, communication, continuous summary and improvement, teaching with new results and equipment, taking modern information technology as the main means of English teaching, and improving the classroom teaching effect.

#### **3.4. Create a Teaching Situation of Autonomous Participation**

English is a highly practical subject, and the communicative nature of language determines that English classes must be participative classes. Only in the process of participation can students have the opportunity to use language knowledge, form communicative ability and develop other relevant qualities. In a participatory classroom, students are motivated to learn, communicate and evaluate themselves positively. The teaching content can only be from simple to deep, from easy to difficult, from simple to complex, from abstract to concrete, only in this way, students will take the initiative to participate in the class. The creation of situations can enable students to master the language through various forms of language activities such as expression,

communication, explanation and inquiry, and stimulate students' interest in learning English.

In addition, we try to find opportunities to take students to foreign-funded enterprises to visit, study, practice, to achieve the integration of production and education, so that students realize the importance of English learning, so as to stimulate the motivation of learning English.

### 3.5. Carry out Various Forms of Extra-Curricular Activities and Strive to Create an Environment for English Learning

First, we should effectively use the sound system, regularly play English listening materials, and create a feeling space. Second, we should hold various forms of extracurricular activities with rich content to cultivate students' interest in English learning. There are many forms of extracurricular activities, such as setting up English radio stations, allowing students to become program hosts, and evaluating different programs, providing students with the space for independent learning to the maximum extent, which can greatly stimulate the enthusiasm of students to learn English.

### 3.6. Establish a Foreign Language Independent Learning Center

The establishment of a foreign language autonomous learning center is an effective way to cultivate students' autonomous learning ability. The human-computer dialogue and a variety of real language materials in the language learning center can provide the opportunity to use the language and make up for the lack of language environment. At the same time, independent learning in the center can also be used as a supplement to in-class learning. The independent foreign language learning center can be equipped with books, magazines, online resource libraries, etc. (students can browse the teaching content online), and online learning system (teachers can know students' learning and answer students' questions through the Internet). The Independent foreign language Learning Center serves as a training for senior students, guiding students to determine learning objectives, select learning materials, evaluate learning results, etc. The aim is to help students learn English independently. The centre may be staffed by instructors or English clubs for students with higher English proficiency.

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