



The Internet Era and the Innovation of Higher Vocational English Education

Quansheng Wu

Guangan Vocational & Technical College, Sichuan, 638000, China.

Abstract: Because of the relatively weak student foundation, English education has always been a difficult point in higher vocational education. In the Internet age, teachers should keep up with the trend of the times, grasp the convenience brought by the Internet, and strive to apply excellent online teaching resources to actual English teaching, so as to increase students' interest in learning and stimulate their enthusiasm for learning. This article combines the current situation of higher vocational English teaching and analyzes innovative strategies to improve the quality of higher vocational English education, hoping to provide some useful suggestions for the reform of higher vocational English education.

Keywords: Internet era; vocational English education innovation

Compared with ordinary higher education, higher vocational education focuses more on practical application and focuses on improving students' practical application ability of knowledge. Therefore, English teaching in higher vocational education should also start from this point. However, in actual education and teaching, many higher vocational English teachers do not follow this characteristic, and still use the traditional English teaching method. In addition, the students' basic ability is weak, which results in the failure of higher vocational English education to improve and improve. Combining years of experience in English education in higher vocational education, the author studies the innovative strategies of English education in higher vocational education in the Internet age, starting from practical problems in higher vocational English education, hoping to improve the English application ability of higher vocational students and make them truly apply in the future actual work and life.

1. The current situation of higher vocational English education

1.1 Vocational students are not interested in English learning

As far as the basic level of students is concerned, the learning foundation of higher vocational students is generally lower than that of ordinary undergraduate college students, which leads to some students' poor English learning foundation, insufficient English learning ability, and large differences among students. Sex. In addition, in higher vocational English education, many teachers still use traditional English teaching methods. The teaching content is single and rigid, and they have not established good communication with students, nor have they improved in accordance with the actual situation of higher vocational colleges. In order to complete the teaching task, cope with the graduation exam. Therefore, based on the above two reasons, the higher vocational students' interest in English learning is not high, and English learning efficiency is low.

1.2 The teaching level of English teachers in higher vocational colleges is limited

First of all, the salaries of higher vocational colleges are not high, and they cannot attract outstanding professionals. As a result, the professional level of teachers is generally not high. Even many vocational English teachers are not graduated from English majors. You can imagine the teaching level of them. Secondly, the teaching methods of higher vocational English teachers still follow the traditional test-oriented teaching concept. They are self-centered and do

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doi: 10.18282/le.v9i6.1349

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not really understand what students really want to learn. This leads to old-fashioned teaching content, rigid classroom learning atmosphere, and students' interest in learning. Naturally, there is no improvement. Finally, the curriculum design of higher vocational English teaching is not very reasonable, and there is no corresponding change in the basic abilities and majors of the students. The teaching is still carried out according to the requirements of ordinary undergraduate students, which results in the difficulty of the course and the students cannot truly learn something from the curriculum, they will not be interested in continuing to learn if they are not promoted.

1.3 The lack of effective oral English training in higher vocational English teaching

For higher vocational colleges, all teaching activities should focus on improving students' practical application ability as the main teaching goal. As a language, English is the main function of communication and communication. Therefore, in addition to improving students' basic English reading and writing skills, teachers In addition, students' oral communication skills should also be improved. However, in the actual teaching process, many teachers did not carry out teaching design according to this educational concept, and still focused on teaching basic abilities such as grammar, vocabulary, and sentence patterns. This resulted in the limited oral ability of vocational students It is difficult to communicate effectively and fluently in English, which will have a great impact on students' future employment.

2. Innovative Strategies of Higher Vocational English Education in the Internet Age

2.1 Guide students to learn independently

The advent of the Internet age has given higher vocational students more choices and opportunities, but also brought more temptations and challenges. Teachers should actively guide students to use the Internet reasonably, encourage students to learn English knowledge through the Internet, and select a batch of high-quality English learning resources for students based on the actual teaching situation, organize English learning interest groups online or offline to encourage students to be active Communicate with teachers and classmates. In order to further enhance students' interest in autonomous learning, you can also set an example among students, so as to stimulate students' eagerness and improve the level of English teaching in higher vocational education.

2.2 Improve teachers' professional level

Vocational English teachers are the main body of English teaching. Only when the teachers' professional level is improved can they play a better level in actual teaching. First of all, in the Internet age, higher vocational English teachers should be familiar with how to use the Internet to assist in teaching, learn how to make excellent courseware, and be proficient in searching for teaching materials on the Internet. These are the abilities that higher vocational English teachers must possess. Secondly, schools should regularly organize teachers to conduct professional training, encourage teachers to innovate in teaching, and regularly conduct teaching assessment and research, establish a standardized reward and punishment system, and urge teachers to continuously improve themselves. Finally, teachers should be encouraged to use the Internet to actively communicate with other teachers, learn from each other's advanced teaching experience, share excellent teaching concepts and teaching methods, build an efficient online teacher exchange platform, and improve the professional level of vocational English teachers.

2.3 Enrich English classroom teaching content

The biggest difficulty facing higher vocational English teaching is to stimulate students' English learning enthusiasm and increase students' interest in English learning. Therefore, in actual teaching, teachers should find all means to enrich the teaching content, and the rise of Internet technology has given teachers more room for expansion, which can help teachers find excellent English teaching resources more easily. For example, teachers can start with students' interests, select the latest popular English video clips, and analyze the grammatical structure and vocabulary use of the characters' dialogue. Or choose a foreign independent game that students like, start with the game background or classic game plot, so as to enrich the content of English classroom teaching, stimulate students' interest in learning, and improve the effectiveness of higher vocational English teaching.

Three, conclusion

3. Concluding remarks

In summary, in the context of the Internet, higher vocational English teaching requires some improvements in education methods and methods based on actual life. Teachers should make reasonable use of the Internet, select excellent English teaching content to assist English classroom teaching, and select a group of excellent English learning materials for students, train students to improve their self-learning ability through the Internet, and actively communicate with students online to teach students Really practical English can effectively improve the English application ability of higher vocational students, so that English can really play a role in students' future work and increase students' competitiveness.

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