



Study on the Construction of Student-centered English Class in Higher Vocational Education

Wei Xiong

Teaching Institution : Enshi Vocational and Technical College , Enshi ,Hubei ,445000 ,China . Name : Wei Xiong Sex: Male Date of Birth :June , 1974 Nationality :Han Native Place : Ganyu County ,Jiangsu Province Teacher Title :lecturer Diploma : Bachelor Degree Research Direction : English Education

Abstract: When some higher vocational English teachers design their teaching system, they only consider “how to teach”, not “how to learn”, for example, whether students are interested in English, whether students are proactive in English, and students are interested in English culture Whether you understand it or not, these factors are related to the “how to learn” of higher vocational students. This article mainly focuses on the two aspects of “problems in vocational English classroom” and “student-centered vocational English classroom construction strategy”, emphasizing student-centered, reshaping the new pattern of vocational English classroom and helping More and more vocational students are turning from “passively learning English” to “actively learning English” and “actively learning English”.

Keywords: higher vocational colleges; student perspective; English classroom; construction strategy

“Student-centered” is not a slogan, but a practical statement and deeds. In higher vocational English classes, some teachers are so energetic and think that teaching is very attractive. But in fact, most of the students did not really get involved. What exactly is student-centered? Higher vocational English teachers must first change their understanding, from “I think” to “students think”, and actively study English teaching with the needs of students. When teachers in higher vocational colleges regard students as the center of the English classroom, English teaching is a process of mutual influence. Teachers can influence students and students can influence teachers. Both sides realize the vision of “teaching for each other”.

1. Problems in English Class in Higher Vocational Education

1.1 Weak interest in English learning

First of all, some English teachers in higher vocational colleges only pay attention to output, not feedback. When the teacher raises an English question, even if no student answers, the teacher does not mind. The problems in this area are mainly related to the content of the lectures. For example, when the teaching content is too “model” and “theoretical”, most students will find it unattractive; secondly, the reason why some students are not interested in English learning is because of their inner “fear”. For example, some students have a weak foundation in English and are afraid of teachers asking questions and being afraid of teacher criticism. This kind of “fear” emotion will distract students and leave them in a state of excessive tension [1], making it difficult to truly invest their interest in English learning.

1.2 English teaching methods are lagging behind

English teaching in some higher vocational colleges has shown a “diversified” pattern, while some higher vocational colleges are still the “old style”. Specifically, on the one hand, some higher vocational colleges do not organize English teacher training and do not encourage English teacher innovation. Even if English teachers want to change traditional teaching methods, they lack experience and resources. This type of higher vocational colleges should speed up the pace

Copyright © 2020 Wei Xiong

doi: 10.18282/le.v9i8.1984

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

of reform, focusing on the training of English teachers; on the other hand, regarding informatized English teaching, some higher vocational colleges lack matching rules and regulations. In this case, some teachers have adapted to information-based English teaching, while some teachers are still wandering outside the door of informationization [2]. If things go on like this, the gap between teachers and teachers will become larger and larger, which is not conducive to the overall progress of English teaching in vocational colleges.

1.3 The English evaluation mechanism is unscientific

First, the evaluation content is not comprehensive. In higher vocational English classes, some teachers only evaluate students with good academic performance. For example, ** students' English expression is really good, ** students' English writing is really beautiful. As for those students whose English scores are not outstanding, teachers can easily ignore them, and they will not give students proper encouragement through the form of evaluation. Second, the evaluation form is unscientific. There should be many forms of evaluation, but in reality, some teachers only allow top-down evaluation, for example, "teacher evaluates students". Such an evaluation mechanism can easily close English learning and cannot absorb family opinions and students' personal opinions [3].

2. Student-centered strategies for constructing English classrooms in vocational colleges

2.1 Mobilize students' interest in English

First of all, upholding "student-centered", higher vocational English teachers should pay attention to students' interests when designing teaching. For example, if students have no feedback when telling English literature, teachers can combine English literature-related films, such as: "Hamlet", "Jane Eyre", "Wuthering Heights", etc., to guide students to discuss the film. Students' interest in movies can be transferred to the English classroom, which is conducive to activating the classroom atmosphere; secondly, "student-centered" is not a slogan. Higher vocational English teachers should care for students [4] and find the reasons why students are not interested. For example, for students with a weak foundation in English, higher vocational teachers can organize "fun English online classes", interspersed in various time periods, to help students find out and fill vacancies. As students continue to make progress, they will naturally have an interest in exploring English.

2.2 Innovative English teaching methods

On the one hand, students-centered, higher vocational teachers should actively innovate teaching methods to make students learn English happily and efficiently. For example, colleges and universities can organize "New English Teaching Method Training", "English Teaching Method + Thinking Training", "English Teaching Trend Analysis Training", etc., to provide new methods and new resources, and encourage English teachers to build "diversified" teaching models. Enriching the English classroom context; on the other hand, student-centered, we must meet the needs of students for information learning. Higher vocational colleges can sort out the "informatization English teaching rules and regulations". For example, "information-based English teaching assessment mechanism" and "information-based English teaching reward mechanism" focus on assessment and rewards. Through these two mechanisms, higher vocational colleges can quantify the information-based English teaching [5], evaluate "English MOOC", "English Multimedia Class", "English Micro-Class", etc., and continuously improve the quality of information-based English teaching.

2.3 Reform the English evaluation mechanism

First, improve the evaluation content. Being student-centered refers to taking all students as the center. Based on this, in the English class, teachers in higher vocational colleges should not only praise students with excellent English scores, but also encourage students whose English scores are not very outstanding. For example, ** students have made great progress, ** students are very good in English writing. have a thought. This kind of English evaluation mechanism is not only based on performance, but is more fair and comprehensive; second, it optimizes the evaluation form. To focus on students, we must highlight the importance of students in the evaluation mechanism. For example, higher vocational colleges can add "student mutual evaluation" and "family + school + student tripartite mutual evaluation" to allow students to make corrections and progress independently through the evaluation mechanism.

3. Conclusion:

“Student-centered” is not a specific English teaching method, but it can be integrated with specific English teaching methods to truly help and serve higher vocational students. It should be noted that higher vocational English teachers should reasonably grasp the “student-centered” teaching standards, not only must fully respect and recognize students, but also be aware of the various shortcomings of students in English learning, and promptly remind students, Correct the students. Only in a relaxed and moderate English learning atmosphere, vocational students can develop good English learning habits and establish lifelong learning goals.

References

1. Fu Si, Ma Jun, Wang Xiaolei. Research on the effect of college English flipped classroom teaching based on “Internet+”[J]. Journal of Heilongjiang Institute of Education, 2018, 37(11): 139-141.
2. Zheng Na. “Student-centered” Higher Vocational College English Teaching from the Internet Perspective[J]. Journal of Hubei Open Vocational College, 2019, 32(5): 181-182, 185.
3. Zhang Jian, Zheng Xiaofeng. MOOC-based design and implementation of hybrid teaching mode in colleges and universities [J]. China Adult Education, 2018(11): 96-98.
4. Liu Haiyan. “Student-centered learning”: the core proposition of European higher education reform [J]. Educational Research, 2017, 38(12): 119-128.
5. Zhou Zhengxiu. Research on College Comprehensive English Course Teaching under the Curriculum Ideological and Political System——Taking Business English as an Example [J]. Contemporary Educational Practice and Teaching Research, 2020 (2): 221-222.