



Exploration and Practice of Higher Vocational Applied English Curriculum Construction under the Background of “Dual Subjects” of Integration of Production and Education

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This work was supported by the Program of Teaching Reform and Research of Vocational Education of Gansu Province 2020 (2020gszyjy-18)

Abstract: With the gradual formation of a global economy, English as the world’s common language has become more and more important. In higher vocational education and teaching, intensifying the teaching of applied English courses has become an important teaching content to enhance students’ comprehensive ability and expand their employment prospects. Starting from the current problems in applied English teaching in higher vocational education, this article elaborates on effective strategies for building applied English courses under the background of the “dual subject” of the integration of production and education, hoping to maintain the sustainable development of higher vocational English teaching.

Keywords: Integration of Production and Education; Applied English for Higher Vocational Education; Curriculum Construction; Exploration and Practice

With the rapid development of social economy, compound application talents are becoming more and more popular among enterprises of all types. Based on this phenomenon, higher vocational colleges should actively develop teaching methods that integrate production and education, and use “dual subjects” in teaching. The teaching concept is to rebuild the teacher-student relationship to improve the comprehensive ability of students and meet the current talent requirements of society and enterprises. As far as higher vocational English teaching is concerned, the traditional teaching methods have many problems, which make the teaching effect very limited. Therefore, in order to improve the teaching effect of higher vocational English teaching and improve students’ English application ability, it is necessary to integrate production and education in the “dual subject” “Under the teaching concept, the curriculum content is restructured to make higher vocational English teaching more targeted and effective.

1. Current Teaching Situation of Applied English Course in Higher Vocational Education

1.1 The content of higher vocational English teaching lacks practicality

At present, the English teaching content of many higher vocational schools is still similar to the teaching content of traditional colleges and universities. The teaching focuses on improving students’ vocabulary, increasing students’ knowledge of English grammar and improving students’ English test scores, and is not related to students’ professional courses. , Lack of professional characteristics in content, and not much substantive help for students’ future work. In addition, higher vocational students have a relatively poor English foundation. According to the original teaching method, it is easy for students to lose their enthusiasm for learning, which in turn affects the effectiveness of higher vocational English teaching. Therefore, teachers should make some attempts and breakthroughs in teaching content, combine it

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doi: 10.18282/le.v9i8.1964

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with students' professional knowledge, enhance students' interest in learning, and guide students in active learning.

1.2 The singular and outdated English teaching model

Judging from the current teaching situation, many higher vocational colleges still use the traditional teaching model in English teaching, centering on teachers, ignoring the main status of students in classroom learning, and not giving students the necessary time for thinking and oral training. The relationship between teachers and students is also very rigid, and the classroom teaching atmosphere is very dull. Under this kind of teaching environment, students can easily form test-oriented English thinking, it is difficult to stimulate students' enthusiasm for learning English, and it does not meet the needs of higher vocational English teaching. For higher vocational students, the requirements for English in future positions will be more focused on listening and speaking, and this is also the missing part in traditional English teaching. Therefore, teachers should carry out innovative reforms in teaching models. To maximize the satisfaction of students' future work needs and enhance students' professional competitiveness.

1.3 The teaching staff of higher vocational English teaching is limited

In order to better improve the effect of English teaching, it is necessary for teachers to integrate professional knowledge and English teaching. This requires teachers to become "dual-professional" education talents, that is, to have very solid English professional knowledge, and teachers are required to be familiar with higher vocational colleges. Other professional knowledge, this is undoubtedly a serious challenge for English teachers. But at present, higher vocational English teachers are gradually showing a trend of younger generation, which means that teachers lack social practical experience and training opportunities for corporate-related positions, their professional knowledge structure is not reasonable enough, and they do not know enough about the students' majors. Which in turn leads to the difficulty of effective implementation of higher vocational English teaching. Therefore, improving the professional quality of vocational English teachers and cultivating more dual-qualified talents has become the top priority of the teaching development of vocational colleges.

2. English teaching reform strategy under the background of "dual subject" of integration of production and education

2.1 Integrate industry needs with English curriculum teaching content

In view of the current problems in higher vocational English teaching, teachers should make targeted adjustments in teaching content. First, change the traditional test-taking teaching concept, take the improvement of students' future employability as the main teaching goal, strengthen students' English listening and speaking ability, and appropriately reduce the proportion of English theoretical knowledge. Secondly, associating the teaching content with the students' majors, constructing future work scenarios during learning, guiding students to actively participate in the course learning process, enhancing students' learning enthusiasm, and effectively exercising students' oral English ability.

2.2 Adopt the school-enterprise cooperation model to achieve the upgrade of the teaching model

In order to better promote higher vocational English teaching, schools should provide students with a better English learning environment. Therefore, under the teaching concept of integration of production and education, schools should actively cooperate with off-campus companies, establish professional training bases, increase the proportion of vocational English practice courses, and enable students to conduct targeted English in a real environment. Oral English training can effectively improve the effectiveness of higher vocational English teaching, and promote students to combine professional knowledge with English practice, so that students can flexibly conduct English conversations in future work, and enhance students' professional competitiveness.

2.3 Improve the education level of English teachers in higher vocational schools

Teachers' own teaching level directly affects the quality of higher vocational English teaching. Therefore, it is very necessary to improve teachers' professional teaching ability and build a high-level teaching team. First, organize English teachers to conduct on-the-job training in cooperative companies to accumulate practical work experience related to the profession, so that teachers can have a more detailed understanding of the students' majors. Secondly, schools

should regularly organize teachers to conduct professional English training in related professions, so that teachers can effectively integrate English knowledge with professional knowledge and improve teachers' teaching level. Finally, colleges and universities should build a complete teaching appraisal system and urge teachers to continuously carry out teaching reforms and innovations, so as to realize the integration of production and education and improve the effectiveness of higher vocational English teaching.

3. Concluding remarks

Based on the “dual subject” teaching concept of the integration of production and education, the reform of applied English teaching in higher vocational education should meet the requirements of enterprises for the English skills of talents, and innovate and improve teaching content, teaching goals and teaching methods to achieve deep school-enterprise integration and training. More educational talents with double-qualified teaching qualifications can improve the quality of higher vocational English teaching and realize the teaching goal of talent training.

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