

Feasibility Study of English Teaching in Higher Vocational Colleges Based on 'POA'

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Abstract: *The output-oriented method is widely used in college English teaching activities, which mainly reflects the handling of the problem of the disconnection between input and output in the college English teaching model, which is often referred to as the separation of learning and use. To solve the problem of separation of learning and use, it is necessary to analyze from the two directions of teaching concept and teaching practice, and it is necessary to clarify what to learn, how to learn and what is the purpose of learning. This article mainly discusses the feasibility of output-oriented method in higher vocational English teaching activities.*

Keywords: *Output-oriented Method, Higher Vocational Education, English Teaching, Feasibility*

1. Introduction

With the gradual development and improvement of the current level of science and technology and economy, and the development of society, the requirements for students' English application ability are getting higher and higher, and the development of English teaching activities in higher vocational colleges needs to follow the needs of the current era. Close the relationship between English teaching and the development of the times, and do a good job in the feasibility study and analysis of English teaching. In teaching activities, the use of the output-oriented teaching method can better solve the problem of disjointed English output and input, improve the quality of teaching, and cultivate high-quality English application talents.

2. The concept and thought of the output-oriented method of English teaching

As far as the current college English teaching mode in our country is concerned, it can be mainly divided into two modes: text center and task center. In English teaching activities, the teaching process is mainly explained from the language form to the developmental meaning. The top-down text teaching runs through the whole process of English teaching. The purpose of analyzing the central meaning and overall structure of the text is to let students understand what the text expresses meaning. Then, the explanation of words, phrases and difficult sentences is interspersed in the explanation of the text, and finally the students are urged to complete the language practice. To a certain extent, this inherent teaching mode is that students cannot clarify the meaning and value of their own learning in the process of learning English, that is, the output of teachers and the learning of students, there is a certain difference between the two, and the organic output and input cannot be achieved combined teaching purpose.[1]

The main teaching concept of the output-oriented method is to create a foreign language teaching system with Chinese characteristics. Facilitating means of English learning. In the driving part, the teacher sets the scene, explains the teaching task, and makes the students understand the meaning and purpose of learning. In the facilitation link, according to the amount of tasks that students need to learn, relevant teaching content is formulated, teachers and students conduct comprehensive evaluations in a timely manner, and guide students to clarify the problems they have learned and actively improve. The design of these core links reflects the teaching development model of integrating learning and application, which brings a new thinking to English teaching in higher vocational colleges.

3. Feasibility analysis of output-oriented method in higher vocational English teaching

3.1. Students have the ability to complete the task output

Nowadays, the output-oriented method is widely used in the teaching activities of higher vocational English. From the perspective of feasibility, in terms of non-language, students have the comprehensive ability to complete the task output. Professor Wen Qiufang, the designer of the output-oriented method, mentioned that this teaching method is mainly for comprehensive teaching for students whose English proficiency has reached the intermediate and advanced level, and is not suitable for beginners or low-level learners. The students in higher vocational colleges have the basic teaching requirement of the ability to output English widely. The students' language knowledge accumulation and skill mastery have been improved to a certain extent. In the early learning process, they can complete the language production well. Sexual activities can better help teachers find the teaching meaning and value of the output-oriented method.

In practical teaching activities, the teaching mode can be divided into objects in detail, according to the cognitive level and age of the object as the basic standard, or according to the actual level of the object or the basic knowledge of English. After reaching the intermediate and advanced level, let students master the purpose of English learning, master the main grammar rules of vocabulary and common sentence patterns. When producing activities, you can express the knowledge points and related cognitions you have learned about English.[2] It is required to complete productive activities and tasks, have a mature psychological cognitive structure, and have certain ability to summarize, analyze, and induct, and these are the basic key points that students in higher vocational colleges have. In view of this, from the perspective of students, we can consider adopting the output-oriented method for higher vocational English teaching.

3.2. The output-oriented method can stimulate students' enthusiasm for English learning

The teaching concept of the output-oriented method can stimulate the enthusiasm and enthusiasm of English learning in higher vocational students to a certain extent, and increase the opportunities for students to practice language. From the existing teaching point of view, in the English teaching activities of higher vocational colleges, more and more students do not pay attention to English teaching, and the enthusiasm of students to learn English is relatively poor, resulting in students' unsatisfactory application ability in English. Therefore, the introduction of the output-oriented method in the teaching of higher vocational colleges can enhance students' interest in English learning, and further allow more students to actively read in English learning activities, and actively understand the background knowledge, grammar points, etc. In the activity, teachers provide students with fill-in-the-blank exercises, objective exercises, and translation exercises to consolidate the knowledge they have learned.

In the practice session, provide students with personalized learning methods, so that students can promote the growth and development of self-learning ability. In the teaching activities of language knowledge and skills, it is very important to focus on the cultivation of students' practical language application ability and gradually improve students' autonomous learning ability. The teaching and curriculum setting of English majors need to adhere to the teaching ideas and concepts that match input and output, so as to enhance students' desire to learn and curiosity. The accumulation of English professional knowledge and the practical application ability of the language need to match each other, so as to further help students improve their English learning interest and learning ability. Breaking through the traditional classroom teaching mode lacking practice, using output-driven to drive language input, improving students' comprehensive English application level, and cultivating students' enthusiasm for English learning, this is the teaching effect that the output-oriented method can achieve.

3.3. Meet the basic requirements and goals of teaching promotion

Facilitation is the key to "output-oriented" teaching, and whether the information input in the process of facilitation is effective will have a great impact on students' output work. Teachers play an intermediary role in the process of facilitating, guiding students to focus on input tasks and selecting input materials to learn, so as to realize output tasks. In order to make the output task more focused, the target needs to be refined.

For example, in facilitating contextualized oral expressions. First, the teacher showed the situational conversation through the micro-lecture, explained the new words, and let the students summarize the

sentence structure and the process of dating. The teacher gave a listening theme and played a recording for the students to supplement on the basis of the recording. After listening, the teacher will ask the students to compare what they have heard with what they have written, and then let the students summarize their own experiences. The teacher can also make comments in class and add some suggestions when appropriate. . Through group discussions, students can better express their views. One group will demonstrate, two will translate, and three will evaluate. Therefore, during the teaching process, the teachers did not explain all the words and phrases one by one, but only selected the parts related to the output task. In teaching, students can not rely entirely on the teacher's explanation, but rely on their own induction, summary, comparison, find their own shortcomings, and draw more personality materials from them.

Another example is the applied writing that facilitates the calendar. After completing the oral subtask, the teacher asked the students to group into groups according to the oral presentation, and discussed in accordance with the oral agreed class time. Each group selected one person to explain the factors that the group should consider when making plans. After listening to the speeches of all the groups, the students can evaluate each other, and the teacher can also discuss, so that the students can better understand the importance of time. Next, the teacher asked the students to ask questions about the questions in the English sample essay, and motivated them to discover the answers to the questions by themselves. The teacher and the students summed up the format of English class hours together. In the standard text, students once again completed their class hours, evaluated each other in small groups, and then handed it over to the teacher. In order to facilitate timely feedback, teachers can inform students of the marking results through the Internet. In the process of promoting the writing subtask, students changed from "forced writing" to "active writing", which stimulated students' subjective initiative and improved the quality of writing.[3]

Judging from the formation process of these two teaching tasks, the role of teachers has changed from "professor" to "middle". In the teaching process, teachers set output tasks to encourage students to choose the language materials they need in the learning process, so as to realize the input of homework. In the process of learning, students have become more and more responsible, more and more self-aware, and more and more have the feeling of "applying what they have learned", which undoubtedly reflects the feasibility value of the output-guided learning method.

4. Reform Strategy of output-oriented Method in Higher Vocational English Teaching

4.1. Combined with the "cloud classroom" is effectively integrated into the output-oriented method

From the actual situation of English teaching, the influence of adopting the "output-oriented" teaching method on higher vocational English teaching is significant. At present, the class hours of higher vocational English professional English courses in China are decreasing year by year. How to achieve better teaching results in the limited time and achieve the teaching objectives of the school has become a problem that every vocational education teacher must think about seriously. In today's information society, the combination of English teaching and output orientation is an effective modern teaching approach. Teachers can use the mobile end of "cloud classroom" to assist in teaching. The interest and effectiveness of "cloud classroom" can effectively improve students' enthusiasm for learning, shorten the distance between teachers and students, improve their interest in English learning, and cultivate students' independent learning and creative ability. Especially in the "cloud classroom", teachers can easily give timely feedback to students' oral homework, so as to effectively stimulate students' enthusiasm for learning. Students' learning situation can be timely feedback, teachers and teachers can find out students' learning problems in a relatively short period of time, change their own teaching methods, and make up for the shortcomings of students' learning with more targeted teaching content, and then improve the efficiency of classroom teaching.

4.2. Promote the optimization of English teaching methods and teacher role transformation

The output-oriented teaching thought is the thought of "people-oriented" thought as the core thought. English teaching can not simply adopt the traditional, a single teaching method, English teaching should be based on the students' actual needs, learning ability and other characteristics, at the same time through a variety of teaching activities to stimulate the interest in English, so as to improve the teaching effect. Therefore, English teachers in colleges should take improving their English quality and professional quality as their teaching objectives. In this context, teachers should change their roles to help students

better complete their studies, so that students have a sense of gain and achievement, and can maximize students' enthusiasm for learning. As an auxiliary role of classroom teaching, teachers should focus on students' learning situation, give students more time and space to explore and think, and realize students' all-round development.

4.3. Mixed English teaching is realized based on the theory of "whole-person education theory"

Whole-person education is a major content of the output-oriented theory, that is, students can improve their English ability specifically in English teaching, and take it as an important means of communication. Whole-person education theory emphasizes the development of students' communicative ability and humanistic quality. According to the Outline of Higher Vocational Education promulgated by the Ministry of Education, teachers should pay attention to the cultivation of English skills and humanistic qualities in public English teaching in higher vocational colleges. In the cultivation of foreign-related ability, attention should be paid to the cultivation of humanistic quality, and to ensure the mutual promotion of humanistic quality and practicality under the guidance of teaching thought. In higher vocational English classroom, teachers should pay attention to the choice of output themes and various types of input materials, in the cultivation of English application ability, we should pay attention to improve students' humanistic quality, so that students can better use a variety of different sentence patterns and vocabulary in daily English communication, so as to enhance the English learning effect. In the implementation of online and offline mixed teaching, attention should be paid to the rational use of network resources. In the formative evaluation, the evaluation method of subject diversification is adopted, and the application of electronic file bags is emphasized. Through the application of online learning platform and questionnaire star evaluation system, students' learning status can be effectively evaluated.

5. Conclusion

In a word, the teaching purpose of the output-oriented method is "production" and "use", which is very consistent with the requirements of modern society for English skills, and pays attention to the reform of teaching goals and teaching methods. The dual promotion of teachers and students can further promote equality and communication between teachers and students. This method is not only suitable for the study of college English, but also plays a positive role in enlightening and guiding the teaching of higher vocational English, which is feasible.

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