

# Exploration on the Effectiveness of Pre class Introduction in English Classroom Teaching in Higher Vocational Colleges

**Yan Zeng**

*Wuhan Vocational College of Software and Engineering, Wuhan, Hubei, 430205, China*

**Abstract:** *In higher vocational English teaching, many English teachers have misconceptions about the teaching methods of pre class introduction, and most English teachers do not use the methods of pre class introduction efficiently. In their view, as a language discipline, English teaching is mainly based on the teaching of basic knowledge, rather than too much careful design of the part introduced before class. With such a wrong understanding of pre class introduction, English teachers can not efficiently design teaching introduction in teaching, which is not conducive to cultivating the English thinking and practical ability of higher vocational students.*

**Keywords:** *Pre class Introduction, Higher Vocational English, Classroom Teaching, Inquiry Analysis*

## 1. Introduction

In the teaching of English classes in higher vocational colleges, English teachers should not neglect the cultivation of students' English thinking and language practice ability in the process of leading students to learn and accumulate various English subject knowledge. This requires that English teachers in higher vocational colleges must prepare lessons carefully and carry out effective teaching introduction design, so as to complete the comprehensive training of students' English ability in each English class purposefully and systematically. In addition, English teachers must also master the design methods of pre class introduction, carry out personalized design according to the learning characteristics of class students, and constantly improve the effect of classroom teaching with the help of pre class introduction

## 2. An analysis of the current situation and problems of the application of pre class introduction in English teaching in higher vocational colleges

### 2.1. *The introduction design before English class is confusing and lacks level*

Many English teachers in higher vocational colleges do not really realize that pre class introduction is not only the direction of students' independent learning, but also an important means for teachers to introduce teaching topics. They simply take pre class introduction as a regular part of their English classroom teaching, which leads to the logical confusion of the learning plan structure designed by English teachers when conducting pre class introduction teaching, and the problem setting is very arbitrary. When such pre class introduction is used in English teaching, students cannot infer the teaching content of English class through the guidance of teachers. Such pre class introduction can not make students clear the teaching theme, but also cause ineffective waste of teaching time. It can not really grasp students' interest in classroom learning by means of pre class introduction, which hinders the smooth progress of teaching.[1]

### 2.2. *Ignoring the characteristics of students' English learning, the design of English classroom teaching is too general*

In the classroom practice of English teaching in higher vocational colleges, the design of pre class introduction requires consideration of the learning characteristics of students. After all, there are great differences in the English abilities of students in higher vocational colleges, and differentiated pre class introduction design should be carried out according to the English abilities of students. In this way, the teaching contents introduced before class can be combined with the actual English teaching situation of

the class, and the promotion effect of pre class introduction on cultivating students' English thinking can be maximized. However, when designing the pre class introduction, many English teachers do not consider the actual situation of English learning in the class, but simply design the same pre class introduction for all students, so this pre class introduction that does not put students in the main position can give full play to the introduction effect. Many students know little about the content of the pre class introduction, and their participation in the English class will decrease. This reduces the students' enthusiasm for learning in the English classroom, and they can not define their own classroom learning goals with the help of lead-in teaching.

### **3. An analysis of the advantages of pre class introduction in English teaching in higher vocational colleges**

As the English ability of vocational college students is generally poor, and they have shifted their focus to the study of professional knowledge, many vocational college students only learn English for the purpose of examination. Therefore, many vocational college students have very low interest in English teaching, and the overall teaching effect is poor. The effective pre class introduction can not only attract the classroom attention of higher vocational students to the greatest extent, but also help higher vocational students quickly understand the classroom teaching theme through the logical introduction of the learning plan, which is convenient for students to clarify their own learning objectives and keep up with the teaching rhythm of higher vocational English teachers. Therefore, higher vocational English teachers need to constantly improve the effectiveness of their pre class introduction design, and change their pre class introduction plan according to the English learning characteristics of students in their own classes, so as to continuously improve the quality of English teaching in higher vocational colleges.[2]

### **4. Based on the requirements of English teaching in higher vocational colleges, a discussion on the relevant strategies of innovative pre class introduction**

#### ***4.1. Changing the design concept of pre class introduction and optimizing the structure of pre class introduction in higher vocational English***

English teachers in higher vocational colleges must change their views on the application of pre class introduction in English classes and realize that pre class introduction plays an indispensable role in grasping the rhythm of the whole English teaching class. English teachers should optimize the design structure of pre class introduction and highlight the teaching level according to the teaching objectives and contents of this class. Therefore, English teachers in higher vocational colleges can accumulate the design experience of pre class introduction with the help of network resources or actively consult colleagues, actively change their teaching ideas, and optimize the overall teaching effect of English classes in higher vocational colleges with the help of pre class introduction. For example, when teaching the content of "College Education" in the first volume of the third edition of higher vocational English in the new century, since this is the first lesson for students to contact with higher vocational English, higher vocational English teachers should actively change their ideas and spend more teaching time in the pre class introduction part in the teaching process, so that students can fully adapt to the English teaching rhythm in the higher vocational stage by using the pre class introduction. Moreover, higher vocational English teachers can design the pre class introduction in combination with the theme of this textbook, such as asking students about their own ideas about the university and using English to conduct the introduction teaching. By using the pre class introduction, the charm of higher vocational English can be fully displayed, leaving an interesting impression on the English learning of higher vocational students. In this way, higher vocational students can have a strong interest in English learning from the beginning.

#### ***4.2. According to the English learning characteristics of higher vocational students, we should carry out the pre class introduction design***

The charm of English is that different students have different English learning habits and language cognition. If English teachers design general pre class introduction without considering the individualized development of students' English thinking, such pre class introduction will not lay a good start for students to carry out the next classroom teaching. In the process of designing the English pre class introduction, if the English teachers in higher vocational colleges do not make reasonable stratification in the pre class introduction, many students cannot fully understand the content of the pre class introduction according to their own cognition, which will cause some troubles to their subsequent

English classroom learning. Therefore, when designing pre class introduction, English teachers in higher vocational colleges must take into account the English learning characteristics and thinking habits of each student, and give consideration to pre class introduction while fully grasping the English learning characteristics of class students. For example, when teaching the course "Friendship" in the first volume of the third edition of higher vocational English in the new century, the English teachers of higher vocational colleges must have some knowledge of the students' mastery of English vocabulary related to science, use the vocabulary that most of the students in the class can understand to conduct pre class introduction, pay attention to the students' classroom performance, and ask appropriate questions for some students who have not yet integrated into the pre class introduction, so as to quickly grasp and solve his learning problems and guide him to quickly integrate into the classroom learning process. In addition, since the teaching theme of friendship is close to the actual life of students, teachers can let students express their views on friendship in English during the classroom introduction stage, and further master the characteristics of students' English learning habits by listening to their views and observing their expression habits, in order to provide a basis for optimizing their pre class introduction design in the future.[3]

#### ***4.3. Incorporate group cooperative learning into pre class practice***

Cooperative learning is an important means to develop students' oral English expression ability, and it is also the subject ability that needs training most in the English teaching of higher vocational colleges. Therefore, when designing pre class introduction, English teachers in higher vocational colleges should design more English teaching contents for group cooperative learning, so that students in higher vocational colleges can deeply understand the teaching theme in cooperative communication. As the main teaching object of the teaching class is higher vocational students, the pre class introduction based on cooperative learning can attract the interest of higher vocational students to participate in learning to the maximum extent, stimulate the desire of higher vocational students to express themselves in English through extensive communication, and realize the teaching purpose of training the comprehensive English ability of higher vocational students through the pre class introduction. For example, when teaching the content of "Success" in the first volume of the third edition of higher vocational English in the new century, English teachers can let students discuss the topic of success in groups at the pre class introduction stage. This can not only promote higher vocational students to actively use English for expression, but also pave the way for the next teaching of teaching materials.

#### ***4.4. Draw lessons from the excellent pre-class introduction of teaching experience and make practical application***

For the higher vocational English teacher preclass introduction design practice, they also need to continuously optimize their own English classroom teaching effect by extensively reading in others' pre-class introduction teaching experience. For young higher vocational English teachers, because they lack of understanding of higher vocational class students English subject learning habits, if not a good pre-class introduction scheme cannot really arouse higher vocational students' interest in participating in the classroom, this will further reduce the young higher vocational English teachers teaching interest and lower their class classroom learning effect. To this end, young higher vocational English teachers need to pass to the old teachers or the class other subject teachers to consult related preclass import teaching experience to improve their own teaching plan, so as to strengthen themselves to understand the situation of higher vocational class students, and they are familiar with and interested in pre-class import way to teaching practice. For the more experienced higher vocational English teachers, although they have formed a relatively mature pre-class introduction teaching mode, there are also problems of fixed pre-class introduction teaching content and lack of new ideas. Therefore, for higher vocational English teachers with mature experience, they need to update their pre-class introduction design method by participating in more further study, and attract the interest of students in their class by integrating novel pre-class introduction teaching content. And higher vocational English teachers must pay attention to their reflection on pre-class import design teaching experience and accumulation, to realize that a good pre-class import can promote the overall classroom effect, therefore need to pay attention to their teaching experience real-time accumulation and summary, and also need to actively and other higher vocational English teachers and subject teachers extensive communication and communication, only in this way can quickly realize the deficiencies and problems in the design process and under the guidance of other teachers to correct. For example, in the professor of the new century in the third edition of the teaching material content of "Man and Woman" lesson, higher vocational English teachers need to break their barriers before class import teaching design, according to the teaching material content and students'

interest in learning comprehensive update their class import teaching content, so as to make higher vocational students through the class introduction content attract to really into the classroom teaching practice.

#### ***4.5. Enrich the content and form of higher vocational English teaching classroom***

Many higher vocational English teachers have formed a relatively fixed form of pre-class introduction in the long-term teaching practice, which will make higher vocational students can not feel the attraction of pre-class introduction in the process of participating in class learning, and they will not actively establish their own classroom learning goals according to the content of pre-class introduction. Therefore, higher vocational English teachers need to constantly enrich their own form and content of pre-class introduction in teaching practice, and timely adjust their own pre-class import content according to the changes of students' interests. Higher vocational English teachers can integrate modern teaching technology into the class import teaching process, also can innovate students to participate in class import participation, in short, is to let the students feel the change before class import content and innovation, so as to more enhance their initiative to inform the initiative of English teaching classroom. Therefore, higher vocational English teachers need to learn from more resources to enrich their own pre-class introduction content, and activate the expression form of pre-class introduction, so as to provide students with more learning choices, so as to guide students to update their classroom learning objectives through the pre-class introduction content. Therefore, higher vocational English teachers need to constantly improve their teaching ability to keep pace with The Times, and constantly strengthen their pre-class introduction design ability. Only in this way can the pre-class introduction design content of higher vocational English teaching classroom be comprehensively optimized, and the forms of pre-class introduction will be diversified.

### **5. Conclusion**

To sum up, when conducting the pre class introduction design of higher vocational English classes, English teachers in higher vocational colleges should innovate their own teaching concepts of higher vocational English classes, respect the personalized development of students in English classes, and at the same time, in order to improve students' participation in the class, they can carry out diversified design of pre class introduction, such as implementing group learning in English teaching. In order to enhance students' English awareness, English teachers must integrate the goal of infiltrating English thinking and improving students' English subject ability into the design of pre class introduction, so as to give full play to the teaching role of pre class introduction in Higher Vocational English classes.

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