

Application of the Communicative Language Teaching Approach in College English Teaching in Higher Vocational College

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Abstract: *At present, many students in higher vocational colleges in China are lack of interest in English learning, and they often feel that English learning is very boring, which greatly affects the quality of college English teaching. In order to solve this problem, teachers should actively explore and innovate the college English teaching mode, so as to improve the quality of English teaching in higher vocational colleges. Among them, communicative teaching method is a very effective teaching method. Students can apply the language knowledge and skills learned to specific communicative activities through their own learning activities, so as to cultivate students' ability to communicate in English and cultivate students' ability to analyze and solve problems. This paper puts forward the characteristics of communicative teaching method in higher vocational college English teaching, analyzes the problems existing in college English teaching, and expounds how to apply communicative teaching method in college English teaching, hoping to provide reference for relevant personnel.*

Keywords: *Communicative teaching method; Higher vocational university; English teaching and applied research; Higher vocational English*

1. Foreword

With the acceleration of the global economic integration process and the increasingly close international exchanges, college English teaching is facing great challenges. In order to improve the English level of higher vocational students and cultivate their ability to communicate English, higher vocational colleges should actively explore and innovate teaching modes and introduce advanced teaching methods and means. In the previous teaching mode, teachers mainly teach students the knowledge by teaching English knowledge, but do not pay attention to cultivating students' English application ability. Therefore, it is very necessary to adopt the communicative teaching method in college English teaching. The communicative teaching method emphasizes the student-centered classroom teaching activities, and requires teachers to organize classroom activities according to students' learning needs. The communicative teaching method can effectively improve students' interest in English learning and independent learning ability, and effectively cultivate students' awareness of independent learning and team spirit. This paper analyzes and discusses the application advantages of communicative teaching method in college English teaching, and puts forward some application strategies. It is hoped that it can provide reference for the construction of college English curriculum system in higher vocational colleges, and also hopes to promote the continuous development and improvement of the reform of college English education in China.

2. The meaning and characteristics of communicative teaching method

The Communicative Language Teaching approach (Communicative Teaching) is proposed by the British linguist Krashen (1956) and Bandura (1962). In the 1970s, it became the mainstream of English teaching mode. The teaching method of language, as a communicative tool, should not be used by teachers as a tool for imparting knowledge in the actual teaching process. Instead, language should be used as a communicative tool to encourage students to use language for communication. It is student-centered, with the main purpose of cultivating students' language abilities. It designs a series of activities (training) with real and authentic backgrounds to achieve the goal of cultivating students' mastery of English skills and ability to use English. The teaching method is student-centered (centered around concentricity). Its features include.

2.1 Student-centered approach

The student-centered goal is to achieve interaction between students and teachers, fully tap into students' initiative, involve students in classroom teaching activities, and become the main body of the teaching process, so as to give play to their creativity and improve their language use ability^[1]. This kind of teacher-student interaction requires teachers to change the previous teacher-centered teaching mode, change the classroom teaching mode of teachers speak and students listen, and fully mobilize the enthusiasm of students to participate in classroom teaching activities. First of all, teachers should change the "knowledge disseminator" into the "problem solver". Teachers can no longer only play the role of knowledge imparting in the classroom, but should become the creator, organizer and guide of knowledge. In class, teachers can set up problems and tasks for students to learn independently, find problems independently and solve problems independently.

2.2 Emphasis on cooperation

According to the communicative teaching method, students' learning motivation and learning efficiency are both influenced by their learning strategies, and cooperative learning is an effective learning strategy. It emphasizes the exchange of information and knowledge sharing among different students through group activities and group discussion, and improves the language ability of learners. Cooperative learning is conducive to cultivating the spirit of cooperation and mutual help among students, and is conducive to the development of students' thinking ability. At the same time, it can also increase the opportunities for communication and cooperation between teachers and students and students in class, promote the interaction between teachers and students and students, and cultivate students' innovative thinking ability. In the teaching process, teachers should carry out cooperative learning in groups as units, and let students participate in group activities.

2.3 Pay attention to emotional factors

In the communicative teaching method, the emotional factor is the important factor affecting the students' learning effect. A good emotional state will promote the development of learners' language ability, while a negative emotional state will hinder the development of learners' language ability. Therefore, teachers should pay attention to the cultivation of students' good emotional state, which is the key factor to improve the effect of students' foreign language learning. First of all, teachers should realize the role of emotional factors in the development of language ability. Let the students acquire new knowledge through the learning of new knowledge, so that they can have a sense of affinity for their mother tongue, and eliminate the adverse effects of their mother tongue on foreign language learning^[2]. Secondly, teachers should establish an equal, democratic and harmonious relationship between teachers and students. Teachers should pay attention to their own image and behavior in the classroom of students; to care about students, fully understand what they think and need; to pay attention to the potential of students to create opportunities for success; to strive to create a harmonious, relaxed, lively, positive, lively, democratic and equal, common development of the classroom atmosphere.

2.4 Encourage self-expression

In the communicative teaching method, teachers no longer impart knowledge, but aim to encourage students to actively participate in learning. According to the communication teaching method, students should be full of confidence in their learning and give full play to their enthusiasm, initiative and creativity. In the class, teachers should encourage students to actively participate in the classroom teaching. When students make mistakes in the process of discussion, speech or performance, teachers should encourage and help them to correct them in time to help them better complete their communicative tasks. In the communicative teaching method, teachers should encourage students to boldly participate in various forms of dialogue, discussion, debate, speech and other activities, so that students can show their talents through various ways, and truly realize their subject status and role in language learning.

3. There are problems in using communicative teaching method in English teaching in higher vocational universities

3.1 Some teachers have insufficient understanding of the communicative teaching method and cannot correctly grasp its connotation

Teachers play a very important role in teaching activities. Through the mutual communication between teachers and students, students can better understand the teaching materials and better master the learning content. Therefore, in English teaching in higher vocational universities, teachers should not only teach textbook knowledge to students, but also give necessary communicative guidance and training to students, so as to promote the improvement of students' learning efficiency. However, from the current situation of English teaching in higher vocational universities in China, most teachers have the problem of insufficient understanding when applying the communicative teaching method, and some teachers cannot correctly grasp the connotation of the communicative teaching method. Some teachers think that communicative teaching method is only a classroom teaching method, and do not realize the importance of communicative teaching method. They often do not use communicative method to guide and train students in English classroom teaching.

3.2 Single teaching method, lack of communicative situation

The Communicative Language Teaching approach requires teachers to pay more attention to cultivating students' language communication ability in teaching, so that students can use English to communicate in real life. However, in the current English teaching in higher vocational universities, most teachers still use traditional teaching methods for teaching, do not pay attention to inspire students in class, directly provide students with some example sentences, and then let students recite, or translate some articles. Such teaching method not only makes it difficult for students to truly master English knowledge, but also difficult to improve students' English communication ability. In addition, the biggest problem in English teaching in higher vocational universities is the opportunity for students to communicate. Many teachers usually use the traditional "indoctrination" teaching in English teaching. Students lack communication situations and practical opportunities, which makes it difficult to stimulate students' initiative and enthusiasm in learning.

3.3 Lack of an evaluation mechanism for students' learning process

Teachers should pay attention to the evaluation of the problems existing in the learning process of students, so that students can fully realize their own deficiencies in the learning process, and can improve them in the future learning process. However, in the current English teaching in higher vocational universities, teachers often only pay attention to the test results when evaluating students, rather than pay attention to the evaluation of students' learning process^[3]. This phenomenon will lead to many teachers think that as long as students master a certain knowledge of English, and in oral expression, teachers will not spend too much time to teach.

3.4 Unreasonable design of the teaching materials

Teaching materials are the basis of teachers' teaching activities and the main basis for students to study. However, at present, the design of most English textbooks in higher vocational universities is not reasonable, and there is a lack of teaching and guidance for students' oral expression. Specific performance is: the first, the teaching material content does not accord with the student actual. Traditional English textbook design is test-oriented, many content is mainly designed, such as vocabulary and grammar, which will seriously affect the enthusiasm and initiative in learning English; second, the teaching content is disconnected from the society. In vocabulary teaching, teachers will only explain and analyze the vocabulary of students in class, rather than actually use these words for corresponding communication and communication.

4. Path Analysis of Applied the Communicative Language Teaching approach in English Teaching in Higher Vocational College

4.1 Enhance teachers' attention to communicative teaching method and cultivate professional ability

As a language subject, English teaching requires teachers to have high professional ability. Teachers should give full play to their professional knowledge advantages, constantly innovate teaching methods, and improve the teaching effect. First of all, higher vocational colleges should enhance the importance of communicative teaching method, require teachers to change the traditional teaching concept, update the educational concept, combine the students' learning needs and professional characteristics, reasonably select and use the corresponding teaching methods and means, and pay attention to the cultivation of students' comprehensive quality. Secondly, higher vocational colleges should strengthen the construction of teachers and improve their professional quality and professional skills. The professional ability and quality level of teachers can be improved through various ways. First of all, teachers should be trained comprehensively and systematically. To improve the teaching ability and quality of teachers by regularly carrying out English teaching and research activities and training activities between colleges and universities. Secondly, it is to organize teachers to go to social practice. In practical work, strengthen the exchange and cooperation between teachers, form a good communication atmosphere, and promote teachers to constantly improve their skills. Finally, regular teaching and research meetings can be held to strengthen the experience exchange and communication between teachers.

4.2 Reasonable use of the contents of the teaching materials

The communicative teaching method requires teachers to design the teaching material content reasonably in the teaching process, so that students can better use the language in the communication with others. For higher vocational colleges, teachers can design the content of college English textbooks into the form of classroom sitcom, so that students can feel different cultural differences in the scene, and better understand and learn the language. For example, when explaining the second volume of New Horizons College English, teachers can adapt a short story from the textbook to make it closer to life. For example, in a campus activity, students need to introduce their school and classes in English. Through this design, students can not only learn more English knowledge, but also improve their interest in learning English. In addition, teachers can adapt and innovate the content of the textbook. For example, when teaching the third volume of New Horizons College English, teachers can combine the content of the textbook with real life to explain it. When talking about a retired teacher who wants to go back to his Alma mater, the teacher can let the students play as the retired teacher to communicate and communicate. Through this design, students can feel the connection and closeness between English and daily life, and better master the language knowledge.

4.3 Create a good English learning environment

In college English teaching, teachers should actively create a good English learning environment, so that students can apply their English knowledge to practice through classroom learning, so as to improve students' comprehensive English ability. Teachers can organize and create a good English learning environment through various extracurricular activities. For example, they can carry out English corner activities to improve students' oral English expression ability, and they can also organize students to carry out English speech contests and other activities to improve students' language expression ability^[4]. In addition, teachers can make full use of multimedia equipment, network platform and other modern teaching tools, optimize the teaching mode, use multimedia technology to assist teaching, carry out interactive, interactive and other forms of classroom activities, to stimulate students' interest in learning. For example, National Geographic magazine, BBC English Radio, enable students to make full use of Internet resources to study independently and constantly improve their oral English skills. In addition, teachers can also help students improve their language skills by watching English movies. By watching English movies, students can not only have a more intuitive, specific and vivid understanding and understanding of the scenes in the movies, but also provide an opportunity for students to practice oral communication.

4.4 Adopt various teaching methods to cultivate students' comprehensive language ability

The English teaching in higher vocational universities should take the main goal of cultivating

students' comprehensive language ability, and adopt a variety of teaching methods to give full play to the role of English in cultivating students' comprehensive quality. Therefore, teachers can provide students with more learning materials and increase students' input knowledge. For example, teachers can use courseware to introduce English articles and characters in related fields to students. In addition, teachers can also integrate the history, culture, local customs and customs of some English-speaking countries into the classroom teaching. This can not only improve students' enthusiasm and initiative in learning English, but also broaden students' horizons and improve their interest in English learning. In addition, in the process of carrying out college English teaching activities, teachers can expand students' communication scope and improve their communication ability by organizing extracurricular activities. For example, teachers can use their spare time to organize students to conduct oral English activities, so that students can complete the translation and oral expression of English words and sentences through mutual cooperation in groups, so as to exercise their communicative skills. You can also use the campus radio, class English conversation and other ways to exercise the students' oral communication ability. When carrying out extracurricular activities, teachers should pay attention to guide students to conduct in-depth communication and interaction, help them overcome psychological barriers, eliminate the fear of difficulties, so as to promote the improvement of their communicative ability[5].

4.5 Encourage students to improve their English ability through diversified evaluation means

In the communicative teaching method, in addition to requiring teachers to adopt flexible and diverse teaching methods, we should also pay attention to the evaluation of students, stimulate students' interest in learning and mobilize their enthusiasm. For English learning, teachers should not only pay attention to the evaluation of students' academic performance, but also pay attention to the evaluation of students' communicative ability. Teachers can combine self-evaluation, mutual evaluation and teacher evaluation to carry out diversified evaluation. Specifically, teachers can make a comprehensive evaluation of students according to their attitude, language, expression and communicative ability in class. For example, teachers can guide students to self-reflection and evaluation; teachers should summarize and reflect on their own attitude in class, and constantly optimize the classroom teaching mode. Through such diversified evaluation methods, students' enthusiasm and initiative in learning English can be stimulated, and their English language ability can be effectively improved[6].

5. Conclusions

The Communicative Language Teaching approach is a very effective teaching method, which can improve students' interest in learning English, and make students feel happy in the process of learning English. Teachers should choose the teaching methods reasonably according to the actual situation to make the teaching more efficient. At the same time, teachers should also be good at guiding and inspiring students, stimulate students' enthusiasm to learn English, so that students can actively participate in the English class. In addition, teachers can also use modern technology to conduct classroom teaching, to provide more opportunities for students to communicate with others.

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