

Enlightenment of “Slow Education” to English Teaching in Higher Vocational Colleges

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ABSTRACT. *With the development of society and the advancement of economic globalization, English has gradually become the common language of the international community. Under such English background and social environment, English is not only a tool for people to communicate, but also a means to enhance international economic competitiveness. Therefore, under the new curriculum reform, we should update our teaching concepts and teach students how to learn and think, instead of instilling knowledge directly into students. Education is a slow art. “Slow Education” plays an important role in daily classroom teaching and is more effective than unscientific and unreasonable “fast”. This paper mainly expounds the basic definition and principles of “Slow Education”, the practical operation of “Slow Education” in English teaching in higher vocational colleges, and the author's reflection on “Slow Education”.*

KEYWORDS: *“slow education”, Higher vocational english, English teaching*

1. Introduction

As an important part of China's higher education, higher vocational education aims to cultivate higher application-oriented talents in production, technology, service and management [1]. The fundamental purpose of English teaching in higher vocational colleges is to take English as a communicative tool and directly participate in relevant foreign-related business work. As an international language, English is a very important communication tool in foreign interpersonal and trade exchanges. Nowadays, English teaching in higher vocational colleges is still serving for examination-oriented education. Compared with English teaching in ordinary higher education, English teaching in higher vocational education has both similarities and personalities [2]. Under such a situation, the traditional English teaching in higher vocational colleges can no longer meet the needs of social development. Higher vocational colleges should pay more attention to the innovation of teaching organization form in the process of English teaching. Today's students can't speak English, so they lag behind others and can't connect with the world. Without the support of English level, they can't communicate with the whole world.

Under the new curriculum reform, English teaching objectives have changed greatly, further developing students' comprehensive language use ability, focusing on improving students' ability to ask, analyze and solve problems, especially on improving students' comprehensive language use and expression ability [3]. The “fast education” which is eager for quick success and instant benefits and works overtime makes teachers only pay attention to their own teaching objectives, teaching progress and so-called teaching quality. In fact, there are no students in their hearts. Education is slow, individual and regular. And then form their own discipline teaching ideas-”Slow Education” classroom “of higher vocational English under the” slow “education concept. Based on this, this paper explores the enlightenment of “Slow Education” to English teaching in higher vocational colleges.

2. ”Slow Education”

“Slow Education” is a process in which patience and love under the guidance of wisdom disintegrate rudeness, persuade greed, and then eliminate spiritual poverty. Its implementation “requires the submergence of life and intensive attention and regulation [4]. We should follow the rules, wait for flowers to bloom, and wait for students to grow up and grow up, which is not conducive to children's long-term and lifelong development. In situational teaching, students construct grammatical knowledge and acquire transferable general skills in the learning process from “practice” to “theory” and then to “practice”. In a sense, the process of English teaching, especially the

process of students learning English, is to a large extent the process of cultivating English habits. Students' participation is not only a dynamic activity, but also reflected in static thinking and imagination [5]. In the teaching process, the end point is the learning process, which has changed the traditional one-sidedness of only attaching importance to the results. It is mainly to train and educate students in the direction of all-round development. In the "Slow Education" class, the teacher is a guide, and the students' performance depends more on their own efforts and methods, and the learning process is controlled by the students themselves. "Slow Education" means that teachers, with the educational mentality of friendship and love, use the educational methods that students adapt to in the slow pace of education to train students to become adults. It is a kind of educational mentality and mode, but also an educational wisdom and realm.

3. The Current Situation of English Teaching in Higher Vocational Colleges

3.1 English Teaching Lacks Interaction and Discussion

At present, higher vocational colleges have yet to introduce special language teaching materials suitable for this level of education and teaching, most of which are based on the university languages of ordinary colleges and universities. Only when students consciously participate in the whole class and study actively, initiatively and autonomously can they achieve the satisfaction of acceptance ability. Most higher vocational students have become accustomed to the injection teaching of "teachers speak, students remember" in middle schools, instilling words and grammar knowledge in the classroom, and paying attention to the training of various English certificate examination skills after class. A considerable number of students are often ignored by their classmates and teachers because of their poor grades in secondary schools. Their enthusiasm for learning is weakened and they lack interest in learning English. Moreover, teachers cannot grasp the characteristics of higher vocational students and will not teach differently from person to person. They will follow the traditional mode all the way to the end without introducing new teaching methods due to changes in the times [6]. The teacher only completes the teaching task of the class by himself in class, and cannot teach according to the actual level of students. In the long run, the teaching efficiency of the class will continue to decline.

3.2 The Overall English Level Has Declined, Making Teaching More Difficult

The sources of students in higher vocational colleges are quite complicated. Besides high school graduates, there are also graduates from secondary vocational schools, technical secondary schools and technical schools. After the enrollment expansion, the number of students in higher vocational colleges has also increased. With the expansion of college enrollment, it is gratifying that more and more students have the opportunity to receive higher education. However, the quality of students is uneven. Most students have weak English foundation and learning motivation. In recent years, the field of China's foreign exchange will continue to expand. The society's demand for graduates' foreign language proficiency is increasing [7]. Such social requirements pose severe challenges to higher vocational students. Because the teacher did not meet the students' own interests and needs when designing the class, and could not let them fully construct their own real world, the students listened carefully and thought actively in class, but still did not understand or understand what the teacher taught in class after class. Students play with students without interfering with each other, but if this teaching mode continues for a long time, students will only get bored with English majors and teachers will have no way to start with students' learning conditions. The English foundation is uneven and the language learning ability is quite different. These objective factors affect the students' participation in class and the teaching effect to varying degrees.

3.3 Teachers Have Outdated Teaching Concepts

For most teachers, they can't break free from the shackles of exam-oriented education and impose exam-oriented skills and contents on students. In those schools that have set up practical English majors, teachers are not only responsible for the teaching of public foreign languages, but also have to take part in the teaching of English majors. The task is very heavy. Therefore, in order to achieve good teaching results, an excellent college English teacher must make breakthroughs in teaching concepts, classroom settings, teaching design, teaching techniques and teaching methods, so as to raise English teaching to a higher level. In the actual teaching practice,

teachers are often unable to respond to the challenge of symmetrical communication due to the limitation of their own learning background and the lack of knowledge and ability level, resulting in obstacles to the development of the relationship between teachers and students from complementarity to symmetry and estrangement between teachers and students [8]. However, the purpose of modern English teaching is not to impart knowledge. Modern English teaching pays more attention to cultivate students' ability to apply knowledge. Only by providing a large number of English activities for students both inside and outside the classroom can the cultivation of application ability be realized.

3.4 Problems Brought by Teaching Mode and Language Environment to English Teaching in Higher Vocational Colleges

The lack of a natural English environment is an unfavorable factor for learning English in a Chinese environment. Students can only learn English through classroom teaching. They lack English language environment. The English they have learned cannot be consolidated. The communication between teachers and students outside the classroom mainly depends on the good relations generated in the classroom. The communication aims at communication and learning, supplemented by daily life, and friendly and intimate relations may be formed between teachers and students. "People-oriented" is to adhere to the student-centered and teacher-led teaching form [9]. Any psychological phenomenon is a complete whole, therefore, every college English classroom teaching should have integrity. After class, we focus on all kinds of English test exercises. These ready-made learning materials are helpful for students to learn, but they also tend to make students have dependency psychology, which weakens students' autonomous learning ability. In teaching, rhythm and intonation are not emphasized, short-term and mechanical memory are emphasized, and rules and example sentences are explained in every aspect in grammar. Many higher vocational students regard learning technology well as their only goal in school. Their enthusiasm for learning higher vocational English is not high, even for other written knowledge. Their learning attitude has great problems.

4. Enlightenment of "Slow Education" to English Classroom Teaching in Higher Vocational Colleges

There are two difficulties in English teaching in higher vocational education: one is the contradiction between English class and professional recess. English curriculum provides students with knowledge preparation and intelligence preparation for their further education. In higher vocational English teaching, we should pay attention to students' learning psychology, observe classroom teaching responses from the perspective of positive psychology, make appropriate teaching adjustments, and form a positive classroom learning atmosphere. Based on the connotation of "Slow Education" and the current situation of English classes in higher vocational colleges, the author believes that the implementation strategy of "Slow Education" should be closely centered on two points: first, how to slow down the class, which is the basis for the implementation of "Slow Education". Second, how to make the classroom slow and valuable is the focus of implementing "Slow Education".

4.1 Create a Good English Teaching Environment in Higher Vocational Colleges

It is necessary to effectively combine "Slow Education" with English teaching environment in higher vocational colleges, and create an English teaching environment suitable for all-round development of higher vocational students by combining the relationship between English teaching environment in higher vocational colleges and "Slow Education". Textbooks must reflect the characteristics of students in higher vocational colleges and must be practical, highlighting the application of basic knowledge and the cultivation of practical ability. Therefore, teachers should pay special attention to the introduction of teaching cases that are close to the reality of life in combination with the topic of this unit before giving new lessons in each unit. The process of perception is the process of concept assimilation. Under the new curriculum reform, English teaching aims to focus on the all-round and lifelong development of students' language knowledge and ability, physical and mental quality, and gradually get rid of the shackles of traditional teaching and the influence of examination-oriented education. The teaching materials should not only tell the knowledge of the teaching materials, but also pay attention to the infiltration of relevant quality training from the teaching materials. In a lively and diverse life-oriented teaching situation, the number of topics that students can communicate increases, students can play according to their own situation, teachers play the role of "guide", criticize less mistakes, encourage more

participation, and set up a relaxed communication atmosphere for the classroom. Teachers set learning goals for each student in teaching. Students' Union gradually find that the goals set by teachers are what they can achieve through hard work, and the problems that teachers ask in class are also real [10].

4.2 Take Students as the Center and Cultivate the English Autonomous Learning Ability of Higher Vocational Students

In order to enhance students' self-confidence and enterprising consciousness, teachers should first have self-confidence, be meticulous in their work and show a strong sense of responsibility. Take the initiative to create a relaxed classroom atmosphere in which students are willing to try and make mistakes, so that students can experience the success of classroom English communication, thus building confidence and truly stimulating their interest and motivation in English from the heart. Make "Slow Education" fit with specific teaching content. For example, "Slow Education" is applied to students' oral English, listening, vocabulary, grammar, reading training, etc. An open teaching space-time is constructed, which can implement personalized learning to the greatest extent and meet the requirements of different levels. Therefore, teachers should be good at using novel teaching introduction methods to regulate students' English learning emotions from practical situational teaching and narrow the gap between students' English learning interests, attitudes and language proficiency. In this regard, teachers should slow down the class in due time, integrate scattered words, construct a knowledge framework, create a structured class, and cultivate a sense of "general" in English. Choose all kinds of adverbial clauses, and analyze the function of adverbial clauses in the sentence, perception from ten-day different types. In this process, remove new words that may become obstacles in listening, improve the comprehensibility of listening materials, stimulate students' interest in listening, and improve students' enthusiasm for learning.

4.3 Slow Down and Cultivate Good Study Habits

In essence, education itself is a kind of dialogue. "Slow Education" Class "is a kind of teaching in which teachers and students establish spiritual encounter relationship. It is a kind of teaching in which teachers and students can respond to each other and have harmonious wisdom in mind and concept. Students should have a solid knowledge of phonetics, vocabulary, grammar and basic skills of listening, speaking, reading and writing. It is not easy to accomplish this in one move, but it requires a long period of accumulation. The ultimate goal of English learning is to cultivate students' ability to "do things in English", so teachers should let students use the acquired language and deeply feel the sense of accomplishment of listening, speaking, reading and writing. Change the teaching concept, flexibly adjust the classroom teaching process according to the actual teaching situation, improve students' participation and output opportunities, and change students' passive classroom status. Higher vocational colleges cultivate mainly applied talents. In order to make higher vocational students conform to the needs of foreign business ability, they can appropriately reduce the requirements of English reading ability, and focus on strengthening the reading of practical writing and simulated writing exercises. Students can feel the cultural charm or interest of English, and naturally become interested in English. Then students can achieve achievements and thus have a sense of achievement. Students are willing to learn and can learn something. Teachers not only need to open the door to students' curiosity by arousing students' interest and curiosity in learning, but also need to patiently enlighten, systematically explain, refine, repeatedly consolidate and review the text in order to form a complete set of teaching links.

4.4 Teachers Leave Blank by Default and Students Feel It Spontaneously, Which Makes the Class Slow and Enlightened

Therefore, it is necessary for English teachers to construct a basic mode of language teaching, and then teachers can make changes according to their learning situation, teaching contents and lesson types. The teacher uses different reading methods according to the characteristics of the passage, and the descriptive passage adopts the way of reading with the recording and "zero distance" dialogue with the text. You can also introduce some English cultural background knowledge of English-speaking countries to students from time to time, and learn about the traditional customs of English-speaking countries through the study of common sayings, idioms, slang, etc., so as to stimulate students' curiosity and thirst for knowledge. In grammar teaching. First of all, teachers are required to read through the textbooks, clarify the key points and difficulties, and treat all kinds of common sense

points and grammatical phenomena differently. Secondly, the teacher should instruct the students to systematically sum up grammar, and properly focus on explanation. In the passage, students can initially perceive the structure, meaning and application of the grammatical items they have learned. Strengthen the communication between teachers and students, encourage students to develop and enrich their thinking and cultivate creative thinking in extracurricular and real scenes. The application of the language knowledge learned by the students has really realized the combination of communicative activities and language learning, which has played a great role in cultivating students' ability to apply English in real environment.

4.5 Adjust the Teaching Content and Improve the Pertinence of Teaching

According to the characteristics of different professional jobs, establish diversified curriculum models, enhance the flexibility of the curriculum, and form a curriculum system that combines flexibility and personalization. A combination of formative assessment and summative assessment can be appropriately adopted. Formative assessment focuses on the comprehensive performance of students' classroom learning. Effective classroom questioning should be able to stimulate students' interest in learning, inspire students' thinking, check students' understanding and mastery of problems, monitor students' learning, and promote students to input and output more language knowledge. Using multimedia teaching can not only fully stimulate students' senses and arouse their enthusiasm, but also stimulate students to study creatively. Develop their thinking. To cultivate the comprehensive ability to apply knowledge. Make full use of the combination of multimedia and classroom evaluation to make students feel relaxed and natural and easier to accept. In English teaching, with the progress of teaching tasks, teachers should have different teaching objectives. This requires teachers to have enough patience, not to rush for success, to slow down their mentality, not to discriminate against students who are slow to get started, and to help them build up self-confidence and interest. At the same time, teachers should constantly improve their own quality to meet the teaching requirements.

5. Some Experiences and Difficulties in Implementing Classroom “Slow Education”

5.1 Reflection on the Implementation of “Slow Education” Principle in Classroom

Language environment is an open place for learning and practice. In order to provide students with a language environment, schools should create a good environment for language learning and practice. Language environment is an aid and continuation of classroom teaching. For example, in English class, the purpose of teachers' classroom questioning is to allow students to participate in classroom interaction. Therefore, whether the questions are answered correctly or not is only one aspect. The task of higher vocational English curriculum is to stimulate and cultivate students' interest in learning English, so that students can establish self-confidence, develop good learning habits and form effective learning strategies. In the dialogue between teachers and students, in the dialogue between students and students, not only the problem of design demonstration, that is, the closed problem, but also the problem of design reference, that is, the open problem. “Slow Education” in English class in higher vocational colleges is to follow students' cognitive rules and respect their dominant position, so the control of teaching speed must be based on students' cognitive situation.

“Slow Education” teaching is an interactive, cooperative and diversified classroom form, which needs teachers and students to construct together in the interaction. In each group, the students are the main body in the group. In the group, the teachers talk about the topic and discuss it. From the topic, problems are found and discussed, and problems are summarized. In the process of teaching, teachers only tell them the goals and tasks, and how to accomplish the tasks and achieve the goals needs the students to make their own decisions. In terms of evaluation content, teachers should choose subjects with moderate difficulty, so as to avoid making students easily succeed but not enjoying the joy and satisfaction of success. It will affect students' learning mood imperceptibly, thus cultivating students' sense of responsibility and competition. It is necessary to encourage and mobilize students' enthusiasm to participate in English learning in higher vocational colleges. Therefore, the implementation of “Slow Education” in higher vocational English classes focuses on cultivating students' English insight and analyzing English and practical problems from an English perspective. Only by discussing the curriculum design and implementation plan of “Slow Education” together, brainstorming and complementing each other's

advantages can the maximum benefit of teaching and learning be realized. We should also pay close attention to the psychology of higher vocational students and instill them with correct learning attitudes and thoughts.

5.2 Reflection on the Effect of “Slow Education” in Class

“Slow Education” puts forward higher teaching requirements for English teachers in higher vocational colleges. Teachers should update the knowledge structure of English in higher vocational colleges, accept new educational ideas and understand new teaching trends. Under the “Slow Education” environment, students, under the guidance of teachers, use the network to check data, read literature, do surveys, write reports, and then return to the classroom to make statements and engage in discussions around a theme in the textbook. The classroom of “Slow Education” follows the law of education and is close to the nature of students. This kind of classroom keeps the purity and nature of traditional education, and never pretends to make a play at every examination. It is by no means based on the principle of utilitarian supremacy. To better cooperate with classroom teaching, to activate the interaction between teachers and students in the classroom, to establish confidence in English learning, to cultivate students' innovative spirit, to enhance the sense of team cooperation, to comprehensively improve students' English literacy and comprehensive language use ability. The teaching strategy of “generative” learning focuses on teachers' purposeful and conscious use of some teaching methods and skills according to the content of classroom teaching design and the students' existing cognitive development information to promote students' effective generative learning.

Teachers should change teaching objectives, tasks and methods according to the actual situation. “Slow Education” emphasizes the initiative of students, but does not weaken the role of teachers. Teachers should have all-round consciousness and skills, create a learning environment that can encourage all kinds of intelligent development, and meet the needs of different vocational students, because teachers' personal teaching is the most persuasive and exemplary in teaching. The promotion of the teaching realm is manifested in the efforts to surpass the utilitarian realm. Since the implementation of “Slow Education” in the classroom, with relatively reduced teaching contents and relatively slow teaching rhythm, we have not only spread knowledge, but also spread correct values to students through knowledge as a medium. Through teaching tasks and team building in groups, set up teaching tasks for students and create a situation conducive to the development of students' learning potential, so that students' learning potential can be fully developed. Teachers can make full use of testing methods to stimulate students' learning motivation, pay attention to students' emotional reactions in classroom teaching, fully affirm students' progress, and gradually establish confidence in English learning.

6. Summary

Under the guidance of “Slow Education”, higher vocational English basic skills training sets different learning and training objectives, which can approach the nearest potential area of higher vocational students faster, so that higher vocational students can master basic skills more solidly and make progress faster in the process of skills training. Under the guidance of “Slow Education” teaching theory, English teaching in higher vocational colleges can stimulate students' interest and motivation in learning and improve the classroom efficiency of English teaching by creating real communication situations and cooperating with others. Although “Slow Education” has encountered such and such difficulties in its implementation, it conforms to the laws of education and the growth of talents to “slow” teaching. Give full play to their initiative, experience achievements and self-confidence in English communication, so that higher vocational students can form self-suggestion in teachers' positive expectation, experience success and move towards success.

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