

Application of Project-based Teaching in Basic English in Higher Vocational Colleges

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Abstract: *With the deepening of teaching reform in higher vocational colleges, project-based teaching has been widely used in basic English in higher vocational colleges. This paper first summarizes the concept of project-based English teaching, then analyzes the current situation of basic English teaching in higher vocational colleges, and finally discusses the application path of project-based teaching in basic English in higher vocational colleges.*

Keywords: *project-based teaching; higher vocational colleges; basic English; application*

1. Introduction

Under the new situation, higher vocational colleges aim to cultivate high-quality technical talents with Chinese feelings, international vision and effective communication in English at the workplace. The purpose of basic English teaching in higher vocational colleges is to cultivate comprehensive talents who meet the English requirements of the companies' specific positions. The practical application of project-based teaching creates a bridge between higher vocational students' English textbook knowledge and the English requirements for different posts, and urges students to have a clearer idea of how to improve their English proficiency^[1]. With the help of project-based teaching, English teachers in higher vocational colleges should break through restrictions of English disciplines, design comprehensive and practical projects to ensure that students' English knowledge and competence will meet the English requirements for different posts after graduation.

2. An overview of English project-based teaching

English project-based teaching is a practical and experiential teaching method derived from and developed on the basis of the interactive integration of practical post project development form and English teaching content. English teachers should follow the project-based teaching principle of "student-centered, project-centered and practical operation centered", infiltrate post skills and English requirements into all links of project-based teaching, and guide students to obtain corresponding English competence and post cognition by completing relevant projects. English project-based teaching usually includes three features in design. First, English project-based teaching design needs to clarify the project needs, that is, to analyze and clarify the objectives of English project-based teaching. Second, English project-based teaching design needs to refine the project tasks, that is, to scientifically divide the English project tasks, and clarify the coverage and project requirements of each detailed task. Third, English project-based teaching design needs to pay attention to project summary. English project teaching pays attention to students' English autonomous thinking divergence and English individual ability development. For students with different cognition and perception characteristics, teacher should assign corresponding tasks to better tap their potentials. Teachers should pay attention to the phased summary of English project teaching to ensure the accuracy and effectiveness of students' project learning.

3. Current situation of basic English teaching in higher vocational colleges

3.1 Backward teaching philosophy

There is a phenomenon that teachers' teaching ideas do not keep pace with the latest developments in English teaching in higher vocational colleges. Some teachers fail to absorb advanced teaching thinking, and their teaching is still restricted by their previous teaching thinking^[2]. They also fail to

explore the development and innovation of present English teaching, which directly limits the novel and advanced elements of English teaching, resulting in the lack of interactive flexibility and practical innovation in basic English teaching classroom, At the same time, it also weakens the correlation between students' English knowledge and job needs.

3.2 In-comprehensive evaluation

There exists a phenomenon that the evaluation of basic English teaching in higher vocational colleges is in-comprehensive. Most of the teaching evaluation of basic English in higher vocational colleges usually adopts the summative evaluation plus formative evaluation, with the former taking the predominant role. Therefore, as long as students mechanically memorize the teaching content before final examinations, they can obtain an ideal score, which ignores the evaluation of students' application ability and pragmatic ability, and the content of basic English examination is not related to specific requirements of positions in a company^[3]. It is not conducive to the sustainable improvement of students' English competence.

3.3 students' lack of interest in English learning

Because of learning habits, many students in higher vocational colleges lack interest in English learning, which constitutes a major obstacle for basic English teaching. Generally, students in higher vocational colleges are comparatively weak in knowledge and not well-motivated, which results in fear and weariness of learning English. At the same time, some teachers do not have a thorough understanding of students' psychology, foundation and learning ability, and English teaching is inconsistent with students' emotional excitement and cognitive ability, resulting in the relative independence of English teaching and students' learning thinking, which hinders the improvement of basic English teaching effect.

4. Application path of project-based teaching in basic English teaching in higher vocational colleges

4.1 Paying attention to the improvement of the quality and ability of basic English teachers

Teachers are one of the most important factors in the practice of English project-based teaching, which places higher requirements for basic English teachers' professional knowledge and project control ability. English teachers should constantly learn English knowledge in different professional fields, so as to continuously supplement and improve their English professional knowledge and teaching ability. Before designing a project, English teachers should have a detailed understanding of the project post background, requirements and professional terms, so as to provide timely and professional teaching guidance for students' English problems encountered in project operation.

Higher vocational English teachers should actively study the laws of higher vocation English teaching, actively adapt to the new requirements of English curriculum standards, meet the needs of the development of English teaching in the information environment, and creatively explore new teaching modes. They should regularly receive training in teaching theory, teaching methods and educational technology. Higher vocational colleges should encourage teachers to apply for scientific research projects and teaching achievement awards to improve their teaching and research ability, support teachers to participate in relevant vocational skills competitions to effectively improve teachers' professional level, as well as support teachers to participate in international exchanges, study visits, research and other projects, in order to broaden teachers' international vision and improve cross-cultural communication skills.

4.2 Paying attention to the interaction of project-based teaching

In project-based teaching design, English teachers should pay attention to the interaction between In project-based teaching design, English teachers should pay attention to the interaction between students and teachers. Teachers should encourage students to participate in the teaching design so that students can collect and integrate relevant English professional knowledge and relevant post knowledge accordingly. In this process, students can clearly understand the missing or weak parts in their English knowledge, and then actively supplement them so as to improve the accuracy and soundness of their

English knowledge. The project-based teaching of basic English is usually carried out in the mode of group division of labor^[4]. Therefore, the students in the group jointly analyze and communicate the English projects, determine the required English materials, project specific operation plan, etc., and clarify the specific division of labor of the students in the group, which can not only mobilize the students' enthusiasm and independent thinking to participate in the English teaching projects, but can also exercise students' overall planning and cooperation ability and communication ability.

4.3 Reforming the teaching evaluation system

To objectively evaluate students' learning results and promote more effective learning, Higher vocational colleges should reform the present evaluation mechanism in the following way: carry out academic level evaluation based on project-based teaching concept and subject core literacy, and establishing a scientific teaching evaluation system; Reflecting the diversity of evaluation subjects, methods and process; combining teachers evaluation, student mutual evaluation and self-evaluation^[5]; combining summative and formative evaluation with the former taking the predominant role; absorbing relevant industries, enterprises and social organizations to participate in the assessment and evaluation; Improving the monitoring, evaluation and feedback mechanism of students' learning process and guiding students to self-management and active learning to improve their learning efficiency.

5. Conclusion

The practical application of project-based teaching in basic English teaching in higher vocational colleges can promote the practical and comprehensive improvement and development of students' English ability. In its practical application, we should pay attention to the improvement of the quality and ability of English teachers, the interaction of English project-based teaching and the evaluation system so as to effectively improve students' professional English ability.

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