

Exploration of Vocational University English Teaching Reform Oriented by Occupational Demand

Huan Jiang*

Liaoning Vocational University of Technology, Jinzhou, China

550138468@qq.com

*Corresponding Author

Abstract: English is the compulsory public basic course for higher vocational education, which cultivates students' basic ability to use English in a workplace environment. The English teaching of vocational colleges is oriented to occupational demand, breaking the traditional teaching system concept, and deeply comprehending the direction of teaching reform in the new era. Aiming at the problems of "teaching content and occupational demand are out of touch, practical teaching links are only formal, lack of effective integration with ideological and political education, traditional teaching models are facing new challenges" and other problems in English teaching, the occupational demand-oriented English teaching reform measures are proposed: strive for a high degree of compatibility between English teaching content and occupational demand, carry out occupational demand-oriented English teaching evaluation, implement hierarchical teaching according to students' English level and occupational demand, carry out English self-learning to improve matching with occupational demand, and develop English practical teaching based on the integration of production and education.

Keywords: Occupational demand; Vocational university; English teaching; Reform measures

1. Introduction

Vocational education is based on the demand of various occupations in society, develops intelligence for workers or prospective workers, trains vocational interests, and trains talents with basic knowledge, practical knowledge, and skills needed to engage in specific occupations. Vigorously developing vocational education is the urgent need to promote Chinese industrialization and modernization, the important way to promote social employment and solve the "agriculture, rural areas, and rural residents" issues, and it is also an inevitable requirement for improving the modern national education system. Higher vocational education is a high-level education in the vocational education system, which aims to cultivate high-quality and skilled talents. Vocational universities are currently the highest level of vocational education in China. The establishment of vocational universities shows that the public's understanding of vocational education has undergone profound changes. Vocational undergraduates have officially entered the higher education system, breaking the ceiling of vocational education qualifications and opening up high-level technologies. The ascending channel for the training of skilled talents has built the overpass that connects vocational education and general education, has promoted the status of vocational education and has the very important leading role and positive significance.

English is the compulsory public basic course for higher vocational education. The teaching goal is to cultivate students' basic ability to use English in the workplace environment, especially listening and speaking skills. At the same time, improve students' comprehensive cultural literacy and cross-cultural communication awareness, cultivate students' learning interest and independent learning ability, enable students to master effective learning methods and learning strategies, and lay the necessary foundation for enhancing students' employment competitiveness and future sustainable development foundation. In view of the different demand of the regional economy for talents, different professional employment directions have different requirements for English proficiency, and the different demand of students for English proficiency in future employment positions, each school should according to the characteristics of different majors, according to the occupational demand and requirements. Based on refined development, we formulate different teaching requirements, provide students with a variety of learning options, fully embody the principles of categorized guidance and teaching in accordance with their

aptitude, and improve the effectiveness of English teaching.

2. Occupational Demand Analysis

Oriented by occupational demand, higher vocational education is required to not only follow the laws of education to make education scientific, but also to follow the laws of the market to make education adaptable[1]. It is necessary to adapt to the actual demand of the job market so that education is targeted; it is also necessary to adapt to the future demand of the job market so that education is forward-looking. The current occupational demand is mainly for skilled talents. Skilled talents refer to the frontline of production and service positions, mastering specialized knowledge and technology, possessing certain operational skills, and being able to use technology and ability to perform practical operations in work practice. With the rapid development of science and technology, the requirements for skilled talents are getting higher and higher.

2.1. Industrial Transformation and Upgrading Talents

Promote the overall optimization of the industrial structure and realize the transformation from traditional industrialization to new industrialization. Industrial transformation and upgrading involves the transformation of ideas, the transformation of models, and the innovation of paths. It is a strategic, overall and systematic process of change. It is necessary to insist on seeking transformation in development and promoting development in transformation. The lack of skilled talents plagues industrial transformation and upgrading. Chinese manufacturing is huge but lacks core technology. It has long been at the end of the industrial chain and faced the embarrassing situation of "easy to obtain equipment and hard to find skilled workers". Higher vocational education demand to keep up with industry development trends, pay close attention to changes in business demand, and adjust professional directions timely to help industrial transformation and upgrading.

2.2. Modern Agricultural Development Talents

The shortage of talents is the important factor restricting the development of modern agriculture. The degree of agricultural mechanization has increased, green agriculture and leisure agriculture have flourished, the rise of rural e-commerce, and the construction of smart agriculture have gradually highlighted the shortcomings of talents. Talents are the soul and cornerstone of rural development, and modern agriculture demand a large number of professional and technical personnel with high comprehensive quality[2]. Higher vocational universities must focus on the development of modern agriculture, build specialties with characteristics, combine the characteristics of the times, and cross-discipline, jointly cultivate modern agricultural vocational and technical personnel, truly promote agriculture to industrialization and marketization, and then fundamentally change the traditional rural landscape. The development model stimulates the vitality of the development of the new countryside[3].

2.3. Modern Service Industry Development Talents

Modern service industry is the service industry that is mainly supported by modern science and technology, especially information network technology, and is based on new business models, service methods and management methods. It includes not only the emerging service formats that arise with technological development, but also the transformation and upgrading of traditional service industries using modern technology. Speed up the development of modern vocational education, and strive to cultivate knowledge, technology, and innovative application technology talents who are suitable for the development of modern service industries. Higher vocational education demand to closely integrate regional main industries, emerging industries and characteristic industries, establish the modern service industry professional system with reasonable layout[4], and promote the deep integration of vocational education and service industries.

2.4. Social Management Talents

Develop the important role of vocational education in rooting and serving the community, and promote higher vocational colleges to face the grassroots, and actively set up majors in urban management, rural construction, social security, community work, culture and sports, environmental

sanitation, and aging services, and cultivate cultural, high-quality social management and service workers who understand technology and are good at communication. Enhance students' thinking ability, creativity, language expression ability, learning ability and organization ability required for social management work, and possess teamwork spirit[5]. At the same time, to meet the demand of the development of the cultural industry, strengthen the training of technical and technical talents in key cultural industries such as cultural creativity, film and television production, publishing and distribution.

3. Problems in English Teaching in Vocational Universities

Higher vocational education cultivates high-level applied talents in the fields of technology, production, management and service. English teaching is also mainly to cultivate students' language application ability. However, there are still many problems in the actual English teaching, and it has not transformed the "learned" into "used", and it cannot meet the occupational demand.

3.1. Teaching Content is out of Touch with Occupational Demand

The English course is not only to lay the solid foundation for the language, but also to develop language skills, especially the ability to deal with daily and foreign-related business activities. Follow the principle of "practicality and adequacy"[6], emphasizing both laying the good foundation of language and cultivating language application ability; emphasizing the training of basic language skills and cultivating language application ability for practical foreign-related activities. The current higher vocational English teaching is seriously out of touch with vocational demand, focusing on the teaching and explanation of basic English knowledge, ignoring the English professional knowledge required by students for future careers and the English adaptability required by the workplace environment, and it is difficult to stimulate students' interest in English learning and cannot achieve employment.

3.2. Practical Teaching Becomes Formalistic

English practical teaching aims to deepen students' understanding of knowledge, improve the enthusiasm and initiative of learning English, and cultivate English application ability and autonomous learning ability. At present, the English teaching of vocational colleges still has the teaching idea of "emphasizing theory and neglecting practice", and there are still many problems in practical teaching[7]: students think that practice is to complete an English task, do not dig into the practical connotation, and lack teamwork spirit; English teachers lack industry background and relevant practical experience, the quality of practical materials cannot be guaranteed and is unevenness; practical teaching is out of touch with the students' majors, resulting in students not being able to use English as the carrier to learn advanced technology and knowledge.

3.3. Lack of Effective Integration with Ideological and Political Education

The effective integration of professional education and ideological and political education is the "curriculum ideological and political". "Curriculum ideological and political" embodies a continuous and systematic curriculum view, which makes subject teaching return to the true purpose of "education", pays attention to students' emotional response, and realizes the organic unity of knowledge transfer and value guidance. As the most basic course in vocational colleges, English has created a large number of moral choices and practical education opportunities. At present, the English curriculum education and ideological and political education of vocational universities have the phenomenon of "two skins", ignoring the international situation, social status and cultural background, and failing to expand and sublimate the teaching content[8], failing to form the good education force, failing to play the function of curriculum education.

3.4. Traditional Teaching Mode Faces New Challenges

The traditional teaching mode is characterized by "transmission-reception". Teachers are the imparters of knowledge and the master of the teaching process; students are the objects of knowledge transmission and passively receive external stimuli; textbooks are the only learning content and the main source of student knowledge. At present, the English teaching in vocational universities mainly adopts the traditional teaching mode, and the teaching process is modeled and organized, ignoring the

dominant position of the students, and the students have shorter thinking time and exploration time, which affects the development of good thinking logic. With the continuous optimization and advancement of new media technology, students' learning concepts have undergone major changes, especially all kinds of English learning software and social software, which have brought new tests and challenges to the previous teaching models[9].

4. Vocational University English Teaching Reform Measures Oriented by Occupational Demand

Vocational education is an important part of the modern national education system, and has a special important position in the implementation of the strategy of rejuvenating the country through science and education and the strategy of strengthening the country through talents. Occupational demand-oriented English teaching reform is in line with the training goal of practical English talents in vocational education. With reference to previous research results, this article proposes corresponding reform measures to meet the demand of the society for English talents.

4.1. Strive for a High Degree of Compatibility Between English Teaching Content and Occupational Demand

The teaching content is the content outline and target system of classroom teaching, extracurricular learning, and autonomous learning. The English teaching content of vocational colleges should focus on the cultivation of language application ability, appropriately reduce academic knowledge, increase practical knowledge, pay attention to stimulating students' English learning motivation, and be closely connected with the business environment, business links and foreign-related activities, and professional The posts are closely related, with a high degree of generality, universal guidance and wide applicability. In daily teaching, focus on cultivating English communication skills and improving language cognition. In terms of textbooks, select authoritative English textbooks that are more targeted and practical and suitable for professional development [10]. In the teaching process, break the constraints of teaching materials, syllabus and lesson plans uniformly used by different majors, and tailor the teaching content according to the characteristics of different majors, to encourage students to learn the basic knowledge of English, master the English communication skills that coexist in different workplaces, and enhance professional competitiveness. Integration of professional English learning.

4.2. Carry out Occupational Demand-oriented English Teaching Evaluation

Teaching evaluation is based on teaching goals, using scientific methods to make value judgments on the process and resources of teaching and learning, which provides the reliable basis for promoting teachers' teaching and learning. The evaluation of English teaching in demand-oriented vocational universities takes the entire teaching process as the specific context, faces students' differences, and pays attention to students' non-intellectual factors. It consists of four parts[11]: the evaluation of the learning process, which runs through the entire process of English teaching, focuses on evaluation of students' behavior, learning strategies, individualized learning, and phased language knowledge; comprehensive language tests, focusing on students' basic language knowledge and comprehensive language application skills, especially communication and expression skills; personal growth files, evaluation for students' effort, progress, and learning process; language practice application encourages students to actively use English to communicate and solve practical problems in daily social activities or work practices.

4.3. Implement Hierarchical Teaching According to Students' English Level and Occupational Demand

Hierarchical teaching is the teaching method for teachers to implement hierarchical teaching in a targeted manner when students' knowledge base, intellectual factors and non-intellectual factors are obviously different, so as to achieve different levels of teaching goals. Hierarchical teaching can better reflect the principle of teaching students in accordance with their aptitude, which is conducive to individualized education and cultivate students' thinking ability. The English courses of vocational colleges implement hierarchical teaching, which is divided according to students' knowledge mastery, English proficiency and professional demand to improve the teaching effect. First, the teaching objects are hierarchical, the teaching objects are divided into different levels, and scrolled to a higher or lower level according to the performance of the stage. Second, level the teaching content and teaching

objectives, expand English thinking, set up learning situations similar to the major, and improve the matching with occupational demand[12]. Third, the grading level of the teaching test, focusing on the entire learning process of students at different levels, realizing the unity of language skills training and value guidance, and promoting the overall development of students at all levels.

4.4. Carry out English Self-learning to Improve Matching with Professional Demand

Autonomous learning teaching can give full play to the subjective initiative of students. Under the guidance and help of teachers, they can carry out learning activities creatively, which is very suitable for language learning. Vocational university English teaching implements the autonomous learning model, which can enable students to cope with the challenges of social development. Meet the demand of English teaching reform and make English teaching more targeted. From "teaching" as the focus to "learning" as the focus, from imparting knowledge to developing abilities, the organization of the teaching process is based on the actual situation of the students, relying on the students' own active behavior to achieve the best combination of teaching and learning. Teachers need to pay more attention to the changes of students, their life experiences, learning styles, situations and feelings. Teachers should help students establish the sense of subjectivity, stimulate interest in learning, guide students to establish learning goals and formulate learning plans, guide students to choose learning methods and strategies, create learning situations, organize cooperative learning, guide reflection on the learning process, and enable students to acquire lifelong learning capabilities[13].

4.5. Develop English Practical Teaching Based on the Integration of Production and Education

Industry-education integration is the deep integration of industry and education, deepen vocational education reform, adhere to the school-running system of vocational education school-enterprise cooperation and work-study integration, fully mobilize the enthusiasm and initiative of enterprises to participate in the integration of industry and education, and comprehensively promote school-enterprise collaborative education. Promote the joint development of education and industry, and promote the structural reform of the human resource supply side of vocational education. The integration of production and education is in line with the development trend of technical and skilled personnel training, and is an important carrier for cultivating technical and skilled talents[14]. Through the integration of production and education, the enterprise deeply participates in the whole process of talent training, improves students' comprehensive application ability of English, and enhances the ability of autonomous learning. Specific measures include: professional demand-oriented determination of English practical teaching goals, industry-university docking to formulate English practical teaching training standards, school-enterprise collaboration to build the training program and curriculum system for English practical teaching, and companies deeply participate in the entire process of English practical teaching.

5. Conclusions

Higher vocational education is an important way to promote economic and social development and labor employment. It must be oriented to the society and the market, oriented to occupational demand, adapt to the demand of market economic development and social progress, and be closely integrated with market demand and labor employment. The English teaching of vocational universities is oriented to occupational demand, breaks the traditional teaching system concepts, deeply understands the direction of teaching reform in the new era, has the courage to reform and innovate, creates the good English learning atmosphere, strengthens the ability to apply English in the workplace, and prepares students for professional development, to cultivate more high-quality skilled talents who can meet the demand of the job.

Acknowledgements

This work is supported by 2018 annual "Thirteenth Five Year" Educational Science Planning Project in Liaoning Province (JG18EB130): Research on EOP Turn and Its Path Oriented by Vocational Skills.

References

- [1] S. Y. Qin, C. Yuan, C. S. Xiong, "The realistic meaning of vocational demand oriented higher vocational education," *Journal of Huanggang Polytechnic*, vol. 5, no. 4, pp. 23-24, 2003.
- [2] P. B. Zhao, "The development of modern agriculture urgently needs to train agricultural compound and applied talents," *Shanxi Agricultural Economy*, vol. 35, no. 5, pp. 14+16, 2017.
- [3] Z. J. Yan, R. N. Zhu, "Research on the demand characteristics and reform orientation of China's vocational education in the new era," *Henan Education*, vol. 14, no. 5, pp. 16-19, 2019.
- [4] F. H. Meng, "Vocational education helps the development of modern service industry," *Vocational and Technical Education*, vol. 34, no. 27, pp. 48-50, 2013.
- [5] W. M. Feng, "Curriculum Design of Vocational Education Management Courses under the Demand of Professional Personnel Training," *Journal of Educational Institute of Jilin Province*, vol. 33, no. 6, pp. 83-85, 2017.
- [6] Y. H. Yin, "How to deal with the problem of disconnection between higher vocational English teaching and social needs," *Ability and Wisdom*, vol. 19, no. 6, pp. 10-10, 2019.
- [7] X. M. Wang, "Practical Teaching of College English: Problems and Countermeasures," *Overseas English*, vol. 21, no. 8, pp. 161-162, 2020.
- [8] A. B. Yu, "Combination of English teaching and vocational demand in higher vocational colleges," *Guang Xi Agricultural Mechanization*, vol. 42, no. 6, pp. 84-86, 2020.
- [9] X. H. Hou, "Viewing the Problems and Solutions in Higher Vocational English Teaching from New Media," *Journal of Puyang Vocational and Technical College*, vol. 34, no. 3, pp. 84-86, 2021.
- [10] J. Z. Huang, "On the reform of public English teaching in higher vocational colleges under the demand of vocational ability," *Journal of Liaoning Teachers College (Social Sciences Edition)*, vol. 22, no. 2, pp. 40-42, 2020.
- [11] Y. X. Ma, "The Construction and Thoughts on Evaluation System of College English Teaching Based on the Cultivation of Application-Oriented Talents," *China-Arab States Science and Technology Forum*, vol. 4, no. 2, pp. 162-165, 2020.
- [12] J. Liang, S. Q. Liu, "Research on college English hierarchical teaching based on professional needs under the background of Higher Vocational enrollment expansion," *Overseas English*, vol. 22, no. 12, pp. 260-261, 2021.
- [13] L. Li, "Study on English Autonomous Learning Mode in Vocational Colleges from Perspective of Constructivism," *Journal of Hunan Post and Telecommunication College*, vol. 19, no. 2, pp. 72-74, 2020.
- [14] M. Su, "Exploration of Higher Vocational English Teaching Based on "Integration of Production and Education", " *Education and Teaching Forum*, vol. 12, no. 44, pp. 377-378, 2020.