

Original Paper

Research Based on Key Competences on English Teaching in Vocational Schools

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Abstract

Improving the key competences of secondary vocational school students is an important part of deepening the curriculum reform and implementing the fundamental task of fostering virtue through education, as well as being the core of cultivating "all-round development people". The cultivation of students' key competences needs to be implemented in the development of subject key competences and realized through specific disciplines. The course of English in secondary vocational school is very significant to cultivate students' key competences, which plays a role in educational function of discipline.

Keywords

vocational school, English key competences, English teaching

Introduction

The "English curriculum standards for secondary vocational schools" promulgated by the Ministry of Education stipulates the contents and requirements of the key competences of English subjects, which can be divided into four dimensions: workplace language communication, perception of thinking differences, cross-cultural understanding and autonomous learning. According to teaching content, It can also be classified into six elements in Daily English teaching. That is subject context, text type, language knowledge, cultural knowledge, language skills and learning strategies. Based on analysis of the four dimensions and six elements of English key competences in secondary vocational schools, this paper puts forward the English teaching strategies in period of vocational school level and promote the aim of cultivating students' in secondary vocational schools scientifically integrated into English teaching, so that students can form the English key competences that they should possess in secondary vocational school. And then the English key competences of vocational school will finally embody the purpose of English moral education in Secondary vocational schools, and realize the value of educating

people.

1. Analysis of the Four Dimensions of English Key Competences in Secondary Vocational Schools

1.1 Analysis of Workplace Language Communication

In English language teaching, teachers can carry out the learning and practicing of English language knowledge through both oral and written forms, so that students can master the characteristics of language and its application rules, then develop language skills such as listening, speaking, reading and writing, effectively communicate on topics related to their careers, and finally complete tasks and solve problems. In teaching process, we should adhere to the principle of “student-centered”, focus on student participation in activity design, organically integrate teaching strategies, adopt various teaching methods and practice forms, and gradually improve the core quality of English.

1.2 Analysis of Perception of Thinking Differences

In the process of learning and using English, we should make students understand the characteristics of oral and written expressions, perceive the diversity of ways of thinking in different cultural backgrounds, understand the differences between Chinese and Western ways of thinking, and make reasonable judgments on things through observation, analysis, comparison and other ways. In the course teaching, teachers should pay attention to the guidance of thinking, develop the ability of thinking, and cultivate students' ability to communicate in the workplace on the basis of understanding the differences between Chinese and Western thinking.

1.3 Analysis of Cross-Cultural Understanding

Through learning excellent Chinese and foreign cultures, students can broaden their international vision, form right understanding of foreign cultures, excellent Chinese cultures, and objective understanding of Chinese and foreign corporate cultures, and can also understand multiculturalism with an open and inclusive attitude, and promote cultural transmission. In English language teaching, teachers should focus on helping students broaden their international outlook, strengthen their cultural self-confidence and promote all-round development.

1.4 Analysis of Autonomous Learning

On the basis of classroom learning, students should formulate learning plans, choose and apply appropriate learning strategies, develop good learning habits, and promote the sustainable development of language learning and learning ability according to their own characteristics. In classroom teaching, teachers should help students find the fun of learning English, build up their confidence in learning English, and experience the sense of fulfillment and success in using English.

2. Analysis of the Six Elements in Teaching Content of English Key Competences in Secondary Vocational Schools

2.1 Analysis of Topic Context

In teaching, centered around the unit theme, teachers may create a real and intuitive environment in activity design, so that students can master the basic language knowledge and develop basic skills of relevant themes such as man and self, man and society, man and nature, form a positive attitude towards life, and initially establish a correct outlook on life, world outlook and values.

2.2 Analysis of Text Types

Teachers can use various teaching methods to make students master the narrative category according to different types of article genres in the teaching content; Occupational information, workplace events, etc.; Description: workflow, safety regulations, etc. Application: application letter, business letters and other learning contents.

2.3 Analysis of Language Knowledge

In classroom teaching, attention should be paid to the knowledge of pronunciation, vocabulary, grammar, discourse and pragmatics, and the design should be more abundant to meet the differentiated learning requirements of students at different levels, leaving room for flexible teaching.

2.4 Analysis of Cultural Knowledge

During preparation for teaching plan, we will provide knowledge related to Chinese and foreign culture and workplace culture in this course centered around the unit theme, broaden students' knowledge and initially improve their cross-cultural understanding.

2.5 Analysis of Language Skills

In teaching, teachers should design various listening and speaking activities around the basic workplace language communication ability of this course, pay attention to language understanding, language expression and language interaction, and initially form the language skills of this teaching content.

2.6 Analysis of Learning Strategies

Combined with the teaching content of each lesson, teachers may help students improve their self reflection and self-regulation learning ability, and form language knowledge learning strategies and language skills development strategies that conform to their personal characteristics.

3. Teaching Strategies Based on the Goal of English Key Competences in Secondary Vocational Schools

The English key competences of secondary vocational school is an important way to give play to the educational function of school English course and realize the moral educational value of the subject. By sorting out and analyzing the four dimensions of English key competences and the six elements of content in teaching key competences in the secondary vocational school, this paper puts forward the teaching strategies of the secondary vocational school students' English key competences, combining the development vision and learning status of the secondary vocational school students, and aiming at

the job needs of enterprises and employers, so as to lay a solid foundation for students to continue learning English and lifelong development.

3.1 Creating Situations and Cultivating Students' Language Ability

Language ability is regarded as a whole and can not be fragmented, and the cultivation of language ability should be based on an integrated language learning activity. In teaching, we should create an English teaching situation that closely links real life and social reality, and build a bridge to cultivate students' language ability. The cultivation of language ability requires the construction and application of language, which requires teachers to integrate units and contents according to textbooks.

3.2 Developing Problem Orientation and Guiding Students' Thinking Quality

Problems are the starting point of thinking. Teachers should design problems carefully in lesson preparation, take problems as guidance, guide students' thinking, and train students' thinking quality imperceptibly through independent thinking. We should be good at exploring the knowledge and educational content contained in the textbooks, exploring the ideological connotation of the textbooks, combining with students' actual conditions, and adopting flexible and diverse methods to cultivate students' thinking quality. At the same time, the students' inner world, life, character and behavior are all integrated into the language situation.

3.3 Strengthening Communication and Expanding Students' Cultural Awareness

Language and culture come into being at the same time and depend on each other. There are also obvious differences between Chinese and Western cultures. Therefore, students who understand Western culture can grasp the language essence of English more quickly and accurately, and learn and use English more accurately. Through the design of teaching activities and situational performances, the language content and the cultural background in which it is expressed can be understood and truly internalized into the content that students can use in real communication in the future.

3.4 Cooperating and Integrating to Promote Students' Learning Ability

Students' autonomous learning includes cooperation and developing learning habits. The key of cooperation and integration is that students communicate and cooperate with each other in the process of completing group tasks, so as to achieve common goals. It requires the division and cooperation of students, as well as the communication and exchange between students, so that students can continuously enhance their learning ability when they complete relevant learning tasks together.

In the classroom, teachers should also take the cultivation of students' learning habits as a teaching goal, guide students to learn to "choose helpful people and things around the learning task" with the constant and subtle influence of each lesson, "take their strengths to make up for their weaknesses", and also help students to sort out their learning experience and find their own learning methods and habits. At the same time, they should consciously and hierarchically prefabricate learning tasks and learning objectives, guide students to learn to analyze their own conditions, choose new learning tasks that are suitable for them, and formulate learning plans to complete learning tasks.

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