

## *Original Paper*

# Research on the Innovation and Practice of English Language Skills Curriculum System under the Background of Vocational Undergraduate Education

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### ***Abstract***

*As an important part of China's higher education system, vocational undergraduate colleges undertake the important responsibility of cultivating high-quality technical and skilled talents. Under the current deepening of educational reform, the construction of English language skills courses in vocational undergraduate education faces the severe challenge of the lack of standards. The current English language skills curriculum standards for vocational junior colleges and regular undergraduate education make it difficult to meet the special needs of vocational and undergraduate education regarding curriculum positioning, teaching content, and evaluation systems. This phenomenon of standard absence seriously restricts improving the quality of talent cultivation. Given this current situation, systematic research is urgently needed. Firstly, a comprehensive investigation should be conducted on the implementation status of language skills courses in English courses in vocational undergraduate colleges to grasp the teaching demands accurately. Secondly, conducting an in-depth analysis of the specific requirements of industry enterprises for the English proficiency of talents is necessary. Finally, combined with the characteristics of vocational and undergraduate education, the curriculum system for English language skills should be innovative. This research is related to improving English teaching quality and has important strategic significance for perfecting the standard system of vocational undergraduate education.*

### ***Keywords***

*Vocational undergraduate degree, English language skills, Curriculum innovation and practice*

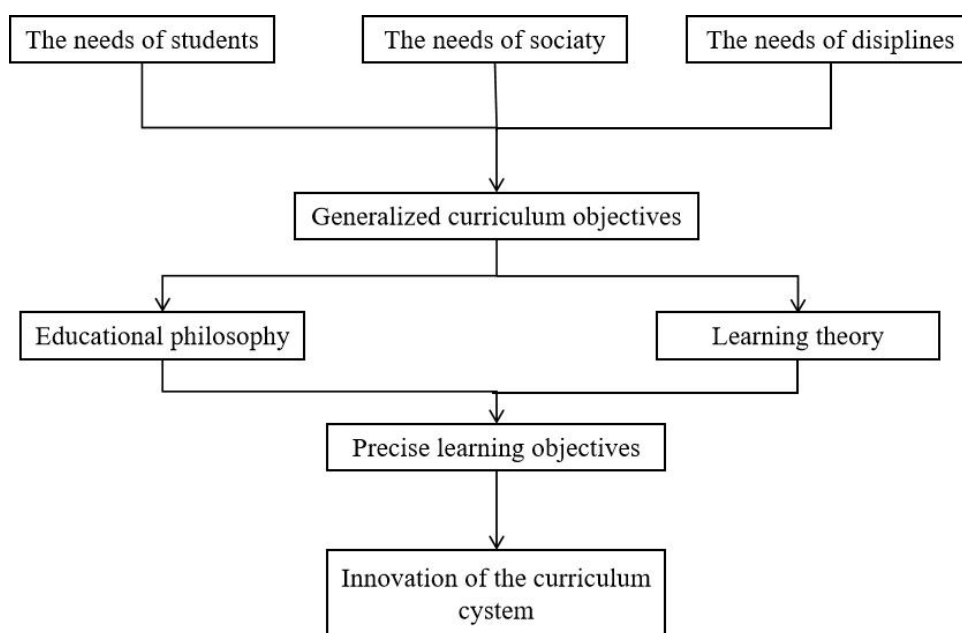
## 1. Introduction

From the actual development status perspective, the transformation of vocational and undergraduate colleges is mainly reflected in the adjustment of their educational positioning and the optimization of their talent cultivation plans. It is worth noting that most of these institutions have been upgraded from the original higher vocational colleges and junior colleges. Therefore, there is a typical transitional phenomenon of the coexistence of undergraduate and junior college education in running schools. In terms of the construction of the teaching management system, there are still obvious shortcomings at present: the key links, such as the design of the curriculum system, the construction of the teaching staff and the quality evaluation standards, have not yet formed systematic norms. In running schools, most institutions either continue the experience of traditional college education or simply apply the model of ordinary undergraduate institutions. This "dual-track parallel" phenomenon in the exploration stage urgently needs standardized guidance.

English language skills are an important component of the English curriculum system for vocational and undergraduate education; as of now, the state has not yet issued a unified curriculum standard for English language skills in vocational and undergraduate education to regulate the curriculum positioning, teaching content, teaching methods and assessment mechanism. This phenomenon leads to a lack of an authoritative basis for teaching practice, and teachers often have to rely on their personal teaching experience. Teaching is carried out in combination with scattered course syllabuses and textbook contents, which affects the systematicness and scientificity of teaching and potentially threatens the quality of talent cultivation in vocational and undergraduate colleges. To ensure educational quality, it is urgent to formulate a scientific and complete curriculum standard for English language skills in vocational undergraduate programs. A standardized curriculum system can regulate teaching practice and provide a quality guarantee for talent cultivation. Therefore, promoting the reform and innovation of the English curriculum system for vocational undergraduate education and establishing English ability cultivation standards that conform to the characteristics of vocational education are the inevitable ways to enhance the English application ability of vocational undergraduate talents and also the key links to improve the modern vocational education system.

## 2. Demand Analysis Theory and the Construction of English Curriculum System

This study is based on the demand analysis theoretical framework proposed by Professor Wang Haixiao (see Figure 2.1), and constructs a multi-dimensional analysis model of the English language skills curriculum system from five aspects: learner demands, teacher demands, school demands and social demands.



**Figure 2.1 Demand Analysis Theory**

### 2.1 The Needs of Students

The needs of learners are the needs of students in the research. This study takes the current undergraduate students of X Vocational Undergraduate University as the research objects and systematically examines the multi-dimensional needs of learners in English courses. The research framework adopts a five-dimensional structure design, comprehensively covering all key links of students' English learning. The first dimension focuses on the basic characteristics of learners. It constructs student profiles through indicators such as gender, grade, college entrance examination English scores, current English proficiency, and weekly English learning duration. These basic data provide important background support for the subsequent demand analysis. The second dimension delves deeply into the requirements of the course objectives, unfolding from three levels: First, the overall objective of English learning at the macro level; second, the specific skill objectives such as listening, speaking, reading and writing; and finally, the comprehensive ability objectives such as cross-cultural communication and the application of professional English. Research in this dimension helps grasp students' demands for English learning. The third dimension examines the requirements for course content, including four key points: the content preferences of compulsory and elective courses, the influencing factors of course selection decisions, suggestions for improving the current textbooks, and the optimization directions of course content. These findings will provide a basis for the iterative update of the course content. The fourth dimension focuses on the course implementation stage, collecting student feedback from aspects such as teaching organization forms, class hour allocation, innovation in teaching methods (such as blended online and offline teaching), and the construction of digital teaching resources. The fifth dimension focuses on analyzing the evaluation system, covering formative evaluation (classroom performance), summative evaluation (course assessment), school

course quality evaluation, and the specific requirements of employers for graduates' English proficiency. The research in this dimension has important reference value for improving the evaluation mechanism.

### *2.2 The Needs of Teachers*

Research on the professional development needs of teachers is a systematic task that aims to comprehensively grasp the actual demands of the teacher group in key areas such as teaching practice, academic research, professional growth, and the construction of teacher ethics. The research work should start with collecting basic information, including but not limited to core data indicators such as gender composition, years of service, professional title distribution, educational level and overseas study experience of teachers. On this basis, the following dimensions need to be examined in detail: the implementation of classroom teaching, the allocation of teaching resources, the research support system, the mechanism for cultivating teachers' ethics, salary and welfare benefits, career development paths, sources of professional growth motivation, channels for continuing education, the current status of teachers' professional qualities, and key issues such as the optimization of the structure of the teaching staff. Through scientific and standardized research methods, we can deeply explore the genuine demands and constructive suggestions of the teaching staff during their career development process, providing data support and a decision-making basis for the education administrative department to formulate more targeted teacher development policies.

### *2.3 The Needs of University*

The university's demand analysis is mainly obtained through rigorous methods: Firstly, in-depth interviews and research are conducted with the school's teaching management team. Secondly, core documents such as the school's charter and talent cultivation plan are systematically studied. Through this series of professional research processes, the actual educational positioning and talent cultivation goals of the school can be accurately grasped, and the specific needs in key areas, such as the construction of the teaching staff and the development of course resources under the current educational conditions, can be comprehensively evaluated.

### *2.4 The Needs of Companies*

This research focuses on the actual demands of employers for the English proficiency of college graduates, mainly conducting special interviews with the heads of the human resources departments of enterprises. The research content covers the following core dimensions: the assessment standards of English proficiency during enterprise recruitment, the specific scenarios and usage frequencies of English application in daily work, the differentiated requirements for English proficiency in different positions, and the influence mechanism of English proficiency on promotion opportunities during the career development process of employees. Through systematic research, the aim is to accurately grasp the actual demands for graduates' English proficiency in the current workplace environment.

### 3. Analysis of the Current Situation of English Language Skills Courses in Vocational Undergraduate Programs

#### 3.1 Research Methods

This paper will comprehensively apply a mixed research method combining quantitative research (questionnaire survey) and qualitative research (in-depth interview). A scientific data collection and analysis process will eventually form an optimization plan for the curriculum standards based on the empirical research results. This research design ensures the integrity of the theoretical framework and guarantees the scientific nature of the research methods, laying a solid theoretical foundation and practical basis for the innovative design of the English language skills curriculum system. This article distributed questionnaires to undergraduate students, teachers and enterprise recruitment in Vocational X. Meanwhile, face-to-face interviews were conducted with school leaders and personnel from the education administrative department.

#### 3.2 Analysis of the Current Situation of the Curriculum

##### 3.2.1 Survey Result

##### (1) The needs of students

This research adopted the online questionnaire survey method and carried out data collection through the professional questionnaire platform "Wenjuanxing". To ensure the representativeness of the research sample, the project team specially entrusted the English Teaching and Research Group of X Vocational Undergraduate University to assist in the distribution of questionnaires, strictly adhering to the principle of voluntary participation by students. During the research period, a total of 539 questionnaires were collected. After processing through a professional data cleaning procedure, including multi-dimensional screening such as logical verification and analysis of answering duration, 37 invalid questionnaires were ultimately eliminated, and 502 valid samples were retained. The effective recovery rate of the questionnaires reached 93.14%, which met the data quality requirements of academic research. The survey results are shown in Table 3.1. It can be known from the table that students most want to improve their English listening ability, and a large number of students expect to pass the College English Test Band 4. The proportion of students who think their English proficiency meets the needs of future work is only 22.51%.

**Table 3.1 The Needs of Students**

| Survey content                                       | Option              | Percentage |
|--|---------------------|------------|
| The English skills that need to be improved the most | listening ability   | 32.07%     |
|  | Reading ability     | 23.11%     |
|  | Writing ability     | 9.16%      |
|  | Speaking ability    | 18.53%     |
|  | Translation ability | 17.13%     |

|  |  |        |
|--|--|--------|
| English language proficiency requirement | Be able to pass the school examination | 19.25% |
|  | Be able to reach the level of CET-4    | 38.65% |
|  | Be able to reach the level of CET-6    | 19.32% |
|  | To meet the needs of future work       | 22.51% |

## (2) The needs of teachers

This study adopted a quantitative research method and conducted a demand survey among 27 public English course teachers in X vocational undergraduate College through a professional questionnaire platform. The survey results are shown in Table 3.2. To ensure the scientificity and representativeness of the research data, the research team strictly followed the norms of empirical research, adopted a structured questionnaire design, and focused on examining the specific needs and practical challenges public English teachers face in their teaching practice. The research subjects cover full-time teachers of different teaching ages and professional titles to comprehensively grasp the current situation and development demands of English teaching in vocational undergraduate colleges. It can be known from Table 3.2 that teachers have a significant demand for high-quality English language skills teaching materials, and many teachers require the school to provide a platform for teachers' further education. Teachers in vocational and undergraduate programs have balanced demands for scientific research regarding personal research capabilities, improving research conditions and ensuring research funds. 74.07% of vocational undergraduate teachers hope the school will increase their salary and welfare.

**Table 3.2 The Needs of Teachers**

| Survey content                     | Option   | Percentage |
|------------------------------------|--|------------|
| Teaching work requirements         | Reasonable and scientific curriculum design      | 33.33%     |
|                                    | Intelligent teaching equipment                   | 14.81%     |
|                                    | Scientific and standardized curriculum standards | 11.11%     |
|                                    | High-quality English teaching materials          | 40.74%     |
| Course conditions and requirements | Curriculum management platform                   | 18.52%     |

|                                     |   |        |
|-------------------------------------|---|--------|
| Demand for scientific research work | Curriculum management platform                                | 7.41%  |
|                                     | Teacher further education and training platform               | 70.37% |
|                                     | school-enterprise cooperation platform for talent cultivation | 3.70%  |
|                                     | The personal research ability of teachers                     | 29.63% |
|                                     | Construction of scientific research teams                     | 11.11% |
|                                     | Improvement of scientific research conditions                 | 29.63% |
|                                     | Guarantee of research funds                                   | 29.63% |
|                                     | Increase investment in teacher training                       | 11.11% |
|                                     | Improvement of the working environment for teachers           | 14.81  |
|                                     | Increase in teachers' salaries and welfare benefits           | 74.07% |

### (3) The needs of university

The investigation of the school's demands was conducted in the form of an interview with the director of the Academic Affairs Office of X Vocational Undergraduate University. The content of the interview mainly included understanding the actual situation of the English language skills course and investigating the course requirements.

The positioning of talent cultivation: The dean of the academic affairs office of X Vocational Undergraduate University pointed out that in the design of the talent cultivation plan, the school has established a dual-track cultivation model of "theoretical foundation and practical reinforcement". On the one hand, emphasis is placed on consolidating students' professional theoretical foundations. On the other hand, practical teaching links are strengthened through channels such as school-enterprise cooperation and training bases to ensure that students can solve practical problems professionally. This training model not only reflects the type characteristics of vocational education but also conforms to the national development orientation of vocational undergraduate education, providing strong talent support for the transformation and upgrading of industries.

The situation of the course syllabus compilers: The formulation of the course syllabus in this school is led by the director of the teaching and research section, with the participation of English subject

teachers in the compilation. During the compilation process, the teaching team needs to comprehensively consider multiple factors such as the national curriculum standards, textbook content, teaching resources, the actual situation of the school, and the characteristics of the students to ensure the scientificity and feasibility of the syllabus. After completing the compilation, it must be submitted to the Academic Affairs Office for professional review. Only after approval can it be implemented. The entire compilation process is strictly standardized, which not only ensures the quality of the teaching syllabus but also guarantees its coordination and unity with the overall teaching plan of the school.

The influence of enterprises on teaching English language skills: In the practice of English teaching, this school has always adhered to the educational concept of "applying what has been learned". Curriculum design not only focuses on imparting basic language knowledge but also emphasizes organically integrating the cultivation of professional qualities into the entire teaching process. However, at present, the recruitment of units mainly requires students based on their CET-4 and CET-6 test scores. Therefore, the school encourages students to take the CET-4 and CET-6 exams and will provide corresponding teacher guidance, which can also be regarded as English courses serving students' employment.

Suggestions for the English language skills course: The core challenge currently faced by the development of vocational education in our country lies in the dual predicament of social cognitive bias and the improvement of educational quality. Although policies have been issued at the national level many times to emphasize the importance of vocational education, the cognitive prejudice against vocational undergraduate colleges in traditional concepts still exists, and this prejudice directly affects the quality of student sources and teaching effects. Especially in basic subjects such as English, students generally have problems such as a weak foundation and insufficient learning motivation, which, to a certain extent, restricts the overall level of talent cultivation. To reverse this situation, institutions need to prove the value of vocational education through tangible educational achievements. When vocational undergraduate graduates demonstrate significant competitive advantages in the job market, they can naturally gradually reverse social biases. Therefore, improving the quality of education is not only related to the development of the institutions themselves but also the key to reshaping the social status of vocational education.

#### (4) The needs of companies

This research utilized the Wenjuanxing platform as the data collection tool and surveyed the employment units of graduates from 30 vocational undergraduate colleges. After systematic collection and strict screening, 27 valid questionnaires were obtained. The effective recovery rate of the questionnaires reached 90%, and the data quality met the research standards. The research process strictly adhered to quality control standards to ensure the authenticity and reliability of the obtained data, laying a solid foundation for subsequent analysis. The survey results are shown in Table 3.3. It can be seen from the table that enterprises require employees to use English language skills for professional technical communication more. However, when recruiting, enterprises do not attach



importance to the English ability of applicants but pay more attention to professional technical ability. Moreover, the English proficiency of employees does not have an advantage in promotion. This is the imbalance between the need of enterprises for employees' English proficiency and the incentives for employees to improve their English proficiency.

**Table 3.3 The Needs of Companies**

| Survey content  | Option  | Percentage |
|---|---|------------|
| The uses of English in work                             | Business official document writing                          | 3.7%       |
|   | Professional technical exchange                             | 44.44%     |
|   | business negotiations                                       | 18.52%     |
|   | Foreign-related reception                                   | 18.52%     |
|   | Reading   | 14.81%     |
| The influence of English proficiency during recruitment | give preference to English ability                          | 3.7%       |
|   | Comprehensive consideration                                 | 33.33%     |
|   | Not attaching importance to English proficiency             | 51.85%     |
|   | English proficiency is not valued at all                    | 11.11%     |
| The influence of English proficiency during promotion   | No influence  | 81.48%     |
|   | The proportion of English proficiency promotion is 1%-10%   | 11.11%     |
|   | The proportion of English proficiency promotion is 21%-50%  | 3.7%       |
|   | The proportion of English proficiency promotion is above 50 | 3.7%       |

### 3.2.2 The Problems Existing in the Current English Language Curriculum System

First, the construction of high-quality public English textbooks. The construction of teaching materials in vocational undergraduate colleges urgently needs to keep pace with The Times; especially in English language skills teaching, there are still significant deficiencies. As the core carrier of vocational education, teaching materials should precisely align with the educational orientation and training objectives of vocational undergraduate education and fully consider students' cognitive development laws and career growth paths.

Second, the development conditions for English teachers need to be improved. The development of English teachers in vocational undergraduate colleges is confronted with multiple predicaments: problems such as restricted professional growth, imperfect training system, unbalanced salary and benefits, and the need for optimization of the teaching staff structure need to be solved urgently. Research data shows that the current channels for teachers' professional development are seriously insufficient. Most teachers can only rely on on-campus exchanges or self-study to enhance their professional skills. Regarding salary and benefits, the average salary of English teachers in vocational undergraduate colleges is 18%-25% lower than that in similar junior colleges, and the allocation of research funds is less than 40% of that in public colleges. This affects the basic quality of life of teachers and seriously restricts the normal conduct of teaching and research activities. Teachers indicated that the current remuneration makes it challenging to reflect their professional values, resulting in a continuous decline in professional identity and job satisfaction.

Thirdly, the construction of the evaluation of English language skills courses. There is a significant structural defect in the current educational evaluation mechanism - excessive emphasis on summative evaluation while neglecting process-oriented assessment. This evaluation orientation distorts teachers' teaching practice and has a deep-seated negative impact on students' learning behaviours. Teaching practice shows that teachers are often forced to adopt the "exam-oriented" teaching strategy when the evaluation system is only oriented towards the final result. At the same time, students are prone to form utilitarian learning motivation. Therefore, the evaluation system should break through the traditional result-oriented model and instead focus on the key development nodes in the learning process.

## 4. Key Points for Innovation in English Language Skills Courses for Vocational Undergraduate Education

### 4.1 *The Course Content Should Meet the Needs of Individuals And Society*

The development of course content should change the exam-oriented education ideology, start with students' course learning goals, and make use of teachers' professional expertise and advantages. Surveys show that some students simply equate the purpose of learning English with obtaining credits or passing the CET-4 and CET-6 exams. On the one hand, this exam-oriented learning motivation stems from the unconscious reinforcement of the importance of examination results by schools and teachers in classroom evaluations, leading students to regard English learning as a tool for completing academic

tasks. On the other hand, it is also related to the fact that the current English proficiency evaluation system for vocational undergraduate universities has not yet established a national standard, which leads some students to still take the English proficiency tests of regular undergraduate universities as the reference standard. Therefore, curriculum development should guide students to set longer-term learning goals and emphasize the practical value of English in career development, academic further studies and the improvement of personal qualities. Due to the differences among students in their future career planning and personal development paths, the course content should avoid a one-size-fits-all uniform arrangement and instead offer more targeted modular options. English language courses can design differentiated teaching contents according to the different needs of students to enhance the practicality and flexibility of the courses. In terms of textbook selection and course design, the professional advantages of teachers should be combined, and teachers should be encouraged to participate in the development and expansion of course content.

#### *4.2 The Course Objectives Should Focus on the Educational and Training Goals*

The course objective is the starting point of the curriculum system. Whether it is the course content, the nature of the course or the course evaluation, they are all answers to the course objectives. Vocational undergraduate colleges, as an important part of the higher education system, need to base their educational positioning on the dual attributes of vocational education and undergraduate education. This special positioning should be fully considered when constructing the curriculum system to build a public English curriculum system with distinct professional characteristics. Specifically, the setting of course objectives should not only reflect the systematic requirements of undergraduate education for theoretical knowledge but also highlight the orientation of vocational education towards cultivating practical abilities. The talent cultivation goals of vocational undergraduate education have distinct practice-oriented characteristics. In the process of talent cultivation, such institutions particularly emphasize the cultivation of "five abilities": namely, solid professional basic ability, excellent practical operation ability, rapid job adaptability, continuous innovative thinking ability and a strong sense of social responsibility. Based on this talent cultivation orientation, the setting of English language skills courses must be organically connected with it. Specifically, the English teaching objective of vocational undergraduate colleges should be to construct a complete English knowledge system, enabling students to master the fundamental laws and methodologies of language learning. Emphasis should be placed on cultivating students' professional English application ability to provide language support for their future career development. It is necessary to cultivate students' cross-cultural communication and lifelong learning ability through English learning, laying a foundation for their growth into compound technical and skilled talents.

#### *4.3 The Assessment Methods of Courses Should Meet the Requirements of Diversity*

Innovation in assessment methods requires the establishment of a diversified and dynamic evaluation system and the implementation of a dual-track system of "process assessment + capability certification". Design phased ability proficiency tests and integrate international certification standards such as

TOEIC Bridge and Cambridge Business English into the course assessment. Develop an electronic portfolio system to automatically record students' performance in extracurricular practices such as foreign-related volunteer services and international competitions. In particular, the weight of oral and written assessments should be increased. An intelligent AI review system should be adopted to provide immediate feedback, and third-party enterprise experts should be introduced to participate in the comprehensive skills defence after graduation to ensure that the evaluation results precisely match the job requirements.

## **5. Innovative Practice of English Language Skills Courses in Vocational Undergraduate Education**

### *5.1 Student Level Evaluation*

Academic proficiency assessment must be based on a systematic grasp of the course objectives. The assessment plan should strictly follow the curriculum standards, adopt a methodological system that combines quantitative and qualitative approaches, and achieve a three-dimensional and three-dimensional assessment of learners' knowledge acquisition, ability development, and quality formation through a combination of process data collection and summative testing. It is particularly necessary to point out that the design of assessment indicators should cover the three fields of cognition, skills and emotions to ensure comprehensive coverage of the course objectives. The assessment subjects should include professional assessment led by teachers, mutual assessment and self-assessment involving students, ability certification involving industry experts, and process monitoring of intelligent systems. A scientific assessment system can help students establish a correct view of language learning, deeply understand the strategic value of language ability in career development, and achieve step-by-step improvement of language ability through continuous assessment feedback.

### *5.2 Requirements for Textbook Compilation*

English teaching materials should possess the characteristics of cross-cultural integration and reflect three levels of requirements in terms of value orientation: First, they should highlight the educational policy of socialism with Chinese characteristics and organically integrate the will of the Party and the state into the content of the teaching materials; The second is strengthen national identity and cultural confidence. Third, the outstanding achievements of human civilization should be selected to cultivate students' international perspectives. This multi-dimensional value guidance helps students form correct worldviews, outlooks on life and values in language learning. In compiling English textbooks in vocational colleges, all the "Administrative Measures for Textbooks in Vocational Colleges" provisions must be strictly followed to achieve the three-dimensional unity of disciplinary characteristics, vocational education features and language acquisition laws. As a public introductory course, the compilation of English textbooks should not only highlight the professionalism of the discipline but also emphasize the practical orientation of vocational education. The design of teaching material content should accurately grasp the cultivation laws of technical and skilled talents, fully consider the

cognitive development characteristics of vocational college students, and ensure that the teaching content is closely connected with vocational demands. While imparting language knowledge, emphasis should be placed on cultivating students' application ability of professional English so that the teaching materials can genuinely become a bridge connecting classroom learning and workplace practice. Compiling vocational education textbooks should uphold a rigorous and pragmatic attitude and establish a multi-party and collaborative compilation mechanism. As a key link in talent cultivation, textbook compilation requires the establishment of a composite compilation team composed of teaching experts, subject leaders, language education experts and representatives from industries and enterprises. During the compilation process, experts from various fields should fully leverage their professional advantages and, through multiple rounds of argumentation and revision, jointly create a high-quality textbook system that conforms to the characteristics of vocational education.

0% of the project cost, which is an

### *5.3 Teacher Development*

Teachers, as a key role in the quality of talent cultivation, play a crucial role in the quality of education. The Ministry of Education's "Overall Plan for Deepening the Reform of Education Evaluation in the New Era" clearly lists the professional ethics and conduct of teachers as the primary criterion for teacher evaluation. Teachers should not only possess solid professional knowledge, but also set a good example by serving as role models for students' moral cultivation. Especially for English language skills teachers, the particularity of their cross-cultural teaching determines their unique role in shaping students' values, and they must constantly improve their political literacy and ideological realm. The political literacy and professional level of public English teachers have a profound impact on students' growth. It is not only related to the cultivation of language ability, but also imperceptibly shapes students' value orientation and life concepts. Under the background of the new era, educators urgently need to keep pace with The Times and actively respond to the changes and challenges brought by the wave of informatization. Teachers should proactively embrace technological innovations and achieve all-round improvement of their professional capabilities through continuous learning. This includes not only the refinement of language teaching but also the innovation of educational concepts and ways of thinking. Especially in the current era of rapid development of emerging technologies such as artificial intelligence, teachers need to cultivate digital literacy and master modern teaching methods to better adapt to the requirements of educational modernization. This multi-dimensional transformation of capabilities is an important mission bestowed upon educators by the new era. Build a diversified teacher development system and strive to create a dual-track mechanism for teacher construction that combines "bringing in" and "cultivating" teachers. On the one hand, it is necessary to broaden the channels for talent introduction and actively attract enterprise elites and professional technical talents with rich industry experience. On the other hand, it is necessary to improve the teacher training system, with a focus on perfecting the professional training and continuous education mechanism for English subject teachers. By optimizing the structure of the teaching staff and significantly increasing the

proportion of "dual-qualified" teachers in the teaching force, the overall improvement of the professional quality and teaching ability of the teaching force can be comprehensively promoted. At the same time, a long-term development mechanism should be established to ensure that the teaching staff can continuously adapt to the new requirements of vocational education development, providing a solid teaching staff guarantee for cultivating high-quality technical and skilled talents.

## 6. Conclusion

The English language skills course for vocational undergraduate education occupies a key position in the construction of the vocational education standard system in China, and its construction quality is directly related to the cultivation effect of internationalized technical and skilled talents. At present, with the acceleration of the process of global economic integration, the demand for talented professionals with professional English application ability and cross-cultural communication literacy in the field of vocational education is increasingly prominent. Based on the demand theory and combined with questionnaire surveys, this paper analyzes the problems in the current English language skills curriculum system and specifically puts forward the innovation points and practical requirements of this type of curriculum system. The research results of this study provide an operational curriculum reform plan for vocational undergraduate colleges and have important reference value for enhancing the international recognition and competitiveness of vocational education in China.

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